ED 436 622   AA 001 317

Resources in Education (RIE). Volume 35, Number 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 436 623   CE 079 232

Cross-Industry Assessment and Certification. Framework and Implementation Guide.
SPONS. AGENCY- Department of Labor, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 136p.; Also supported by funding from the National Skills Standards Board.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Education Work Relationship; Educational Certificates; Elementary Secondary Education; Higher Education; *Job Skills; Models; *Performance Based Assessment; *Portfolio Assessment; Postsecondary Education; School Business Relationship; Scoring; *Standards; *Student Certification; *Student Evaluation; Vocational Education
IDENTIFIERS- National Skill Standards Board

This guide provides assessment models to those involved in planning and implementing workplace assessment and certification systems, including systems supported by the School-to-Work Opportunities Act. Chapter 2 presents the following: a kindergarten-through-career vision for cross-employed after their training; 61.8 percent of graduates and 61.7 percent of module completers rated the overall quality of their TAFE training as 8 or more on a 10-point scale ranging from "poor" to "excellent"; 47.4 percent of TAFE graduates and 40 percent of TAFE module completers who were unemployed before their training found work after their training; and 23.2 of employed TAFE graduates and 10.6 percent of employed TAFE module completers moved to a higher skilled occupation after their training. Other findings were as follows: graduates were more likely to undertake their training for vocational or job-related reasons than module completers; module completers indicated "employment/gained what I wanted from training" was the main reason for not continuing TAFE training; and "personal reasons" was the next most important largest reason. (YLB)

ED 436 641   CE 079 489

Bailey, Thomas; Hughes, Katherine
Employer Involvement in Work-Based Learning Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Corporate Support; *Education Work Relationship; Educational Research; *Employers; Experiential Learning; Federal Legislation; Internship Programs; Partnerships in Education; *School Business Relationship; Secondary Education; *Work Experience Programs
IDENTIFIERS- *School to Work Opportunities Act 1994

A 3-year research project focused on whether sufficient numbers of employers could be recruited to create a national school-to-work system with a substantial work-based learning component as called for by the 1994 School-to-Work Opportunities Act. Research methods were as follows: case studies of 12 work-based learning programs at 9 sites located in both urban and rural areas; a survey of employers participating in 5 programs; and a survey of a comparison group of nonparticipating employers in those same labor markets. With regard to employers' motivations for participating in the program, employers who responded to the survey tended to characterize their involvement in philanthropic terms. In face-to-face interviews, employers cited multiple reasons--philanthropic, self-interested, and collective--for their involvement. Large firms and those with human resources practices generally considered to be "high performance" were more likely to participate. Three measures assessed the quality of work-based learning: type of occupation interns were placed in; presence or absence of particular program characteristics; and amount of internship time spent learning. Paid placements and those in which the firms intended to hire the interns permanently rated better on quality measures. Public and nonprofit organizations offered higher quality internships on some measures. Firms that engaged in high-performance workplace practices also provided higher-quality internships. (Contains 25 references.) (YLB)

ED 436 642   CE 079 490

Scott, Marc A.; Bernhardt, Annette
Pathways to Educational Attainment and Their Effect on Early Career Development.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

DESCRIPTORS- *Adult Basic Education; Adult Literacy; Capitalism; Consumer Education; Course Content; *Economics; Economics Education; High School Equivalency Programs; Learning Activities; Literacy Education; Social Studies; Units of Study

This course presents basic economic concepts and explores issues such as how goods and services are produced and distributed, what affects costs and profits, and how wealth is spread around or concentrated. The course is designed to be used with students enrolled in an adult high school diploma program; course content is appropriate to meet social studies requirements. The course focuses on having students apply concepts to real life situations and analyze life situations for their relationship to the concepts presented. The course contains 10 lessons, each of which includes stories, examples, information sheets, activities, and assignments. The following 10 topics are covered: (1) exchange; (2) the marketplace; (3) market forces; (4) supply and demand; (5) market management; (6) the power of competition; (7) consumer choices; (8) what's the economy doing? Part 1; (9) what's the economy doing? Part 2; and (10) applying ideas and language from the course. (KC)

ED 436 661 CE 079 518

Ploetz, Greta
Learning Strategies.
SPONS. AGENCY- Minnesota State Dept. of Children, Youth, and Families, International Falls.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Cognitive Style; Course Content; High School Equivalency Programs; Learning Activities; Learning Motivation; Learning Processes; *Learning Strategies; Literacy Education; Units of Study

This course introduces students enrolled in an adult high school diploma program to a set of learning strategies that they can use in any further education or training, in job and career training, and in personal learning. The course provides the basis for lifelong learning. The course contains nine lessons, each of which consists of stories, examples, information sheets, activities, and assignments. The following lessons are included: (1) "Introduction: Naming the Strategies"; (2) "Keeping a Learning Journal"; (3) "Understanding What Makes Us Want to Learn"; (4) "More on Motivation"; (5) "What Does It Mean to 'Pay Attention?'"; (6) "Learning by Paying Attention as We Read"; (7) "'I Know I Really Learned It!'"; (8) "Knowing and Remembering"; and (9) "Organizing Strategies." (KC)

ED 436 662 CE 079 519

Kemp, Rodger
Writing Short Essays.
SPONS. AGENCY- Minnesota State Dept. of Children, Youth, and Families, International Falls.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Course

findings, and 15 references.) (YLB)

ED 436 680   CE 079 560

Focus on Basics, 1999.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Adult Basic Education; *Adult Learning; *Adult Literacy; Educational Change; Educational Research; Intelligence Tests; Learning Processes; *Multiple Intelligences; Professional Development; *Research Utilization; Standards; Teacher Improvement; Theory Practice Relationship; *Writing Instruction

This volume consists of four issues that present best practices, current research on adult learning and literacy, and how research is used. Issue 1(A) on adult multiple intelligences has seven articles: "MI (Multiple Intelligences), the GED (General Educational Development), and Me (Martha Jean); "Understanding Multiple Intelligences: The Theory behind the Practice" (Julie Viens); "'I Can't Learn This!' An MI Route around Resistance" (Wendy Quinones, Betsy Cornwell); "Adding a Dimension to Career Counseling" (Jean Mantzaris); "Emerging Themes in Adult Multiple Intelligences Research" (Silja Kallenbach); "Putting Theory into Practice" (Terri Coustan, Lezlie Rocka); and "Multiple Assessments for MI" (Meg Costanzo, Diane Paxton). Seven articles in Issue 2(B) on accountability are as follows: "Learners First" (Shirley Wright); "Performance Accountability: For What? To Whom? And How?" (Juliet Merrifield); "Nationwide Accountability: The National Reporting System" (Barbara Garner); "Guiding Improvement: Pennsylvania's Odyssey" (Cheryl Keenan); "Accountability in a Multi-Faceted Program" (Jan Goethel, Carol Gabler); "Translating Vision into Reality" (Agnes Precure); and "Voices of Learners: Learner-Identified Impacts Study" (Barbara Garner). Issue 3(C) has seven articles on standards-based education: "A User's Guide to Standards-Based Educational Reform: From Theory to Practice" (Regie Stites); "Articulating Learning with Equipped for the Future (EFF) Standards" (Jane J. Meyer); "Equipped for the Future: The Evolution of a Standards-Based Approach to System Reform" (Sondra Stein); "Confessions of a Reluctant Standard-Bearer" (Jim Carabell); "Teaching to the Math Standards with Adult Learners" (Esther D. Leonelli); "Standards at the State Level" (Barbara Garner); and "Documenting Outcomes." Eight articles in Issue 4(D) on writing instruction include the following: "The Power of Writing, the Writing of Power" (Elsa Auerbach); "How I Wish I Was Taught to Write" (Thanh Bui); "Using Research on Writing" (Marilyn K. Gillespie); "What's Right Rather than Wrong" (Rebecca Garland); "Why I Like Writing in My Journal" (Chhoeup Chhoeun); "The Assumptions We Make: How Learners and Teachers Understand Writing" (Mary Russell); "Seven Easy Pieces: Writing Activities for Beginning ESOL (English for Speakers of Other Languages) Learners" (Shirley Brod); and "Home Literacy Practices." (YLB)

ED 436 681   CE 079 562

Equipped for the Future Program Materials.

SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Treatment.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcoholism; Crime; Drinking; *Drug Abuse; Employment; Health; *Outcomes of Treatment; *Profiles

Large numbers of clients entering publicly-funded substance abuse treatment facilities cite problems with alcohol as one reason for seeking treatment. This report presents the results of a secondary analysis of the National Treatment Improvement Evaluation Study (NTIES) data set. It profiles the treatment experiences of three study groups that were subsets of the total client sample (N=4,411): clients who entered treatment for alcohol only (n=464), for alcohol plus other drugs (n=1,523), and for other drugs only (n=2,424). Clients using alcohol only tended to be older, more often white, somewhat more educated, and more likely to be employed prior to entering treatment. The majority of alcohol only clients were treated primarily in outpatient settings (61%), whereas clients having problems with other drugs only were treated in a wider range of settings: outpatient (29%), methadone outpatient (17%), long-term residential (18%), and short-term residential (20%). Alcohol plus other drugs clients significantly reduced their consumption of drugs following treatment, whereas alcohol only clients showed minor, but statistically significant post-treatment increases in marijuana (10%), cocaine (3%), and crack (3%) use. With the exception of DUI/DWI offenses, alcohol only clients had fewer criminal behaviors and arrests prior to treatment, yet they were more often referred to treatment by the criminal justice system and were less frequently self-referred. Nevertheless, all study groups demonstrated substantial reductions in criminal behaviors across the follow-up periods. Employment, general health, and mental health outcomes also showed improvement for all study groups. No significant post-treatment reductions in the self-reported use of any alcohol were observed across the three groups, a finding that may be of clinical concern for the alcohol only treatment group. Findings are discussed as they relate to future data analysis and policy recommendations. An appendix provides a description of the National Treatment Improvement Evaluation Study and Center for Substance Abuse Treatment Demonstrations (1990-1992). (Contains 15 tables and 10 references.) (MKA)

ED 436 700   CG 029 696

Orwin, Rob; Williams, Valerie
The National Treatment Improvement Evaluation Study: Retention Analysis.
SPONS. AGENCY- Howard County Education Association, Ellicott City, MD.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcoholism; *Drug Abuse; *Outcomes of Treatment; *Program Evaluation; *Retention (Psychology); Statistical Analysis

This study focuses on programmatic factors that predict retention for individuals in drug and alcohol treatment programs through

Wren); (5) "Phases of Development in Learning to Read Words" (Linnea C. Ehri); (6) "Learning to Read Words Turns Listeners into Readers: How Children Accomplish This Transition" (Morag Stuart, Jackie Masterson, and Maureen Dixon); (7) "Dyslexia: Core Difficulties, Variability and Causes" (Carsten Elbro); (8) "Meaninglessness, Productivity and Reading: Some Observations about the Relation between the Alphabet and Speech" (Brian Byrne and Alvin M. Liberman); (9) "Phonological Development and Reading by Analogy: Epilinguistic and Metalinguistic Issues" (Usha Goswami); (10) "The Messenger May Be Wrong, but the Message May Be Right" (Connie Juel); and (11) "Afterword: The Science and Politics of Beginning Reading Practices" (Marilyn Jager Adams). (NKA)

ED 436 720   CS 013 770

Juel, Connie; Minden-Cupp, Cecilia
Learning To Read Words: Linguistic Units and Strategies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Grade 1; *Phonemics; *Phonics; Primary Education; *Reading Strategies; Reading Teachers; *Word Recognition
IDENTIFIERS- *Instructional Analysis; Instructional System for Reading; Phonemic Awareness; Reading Fluency

A study analyzed word recognition instruction in four first-grade classrooms to begin to identify the instructional practices that best foster learning to read words for particular profiles of children. The study was based on the question of which, and how many, word-recognition strategies should be taught to first-grade children. Subjects were part of four demographically similar classrooms which were observed for a year. In each classroom, students were organized into reading groups of varying abilities. Instructional practice varied widely across these classrooms; phonics and phonemic awareness activities were more common in Classrooms 2 and 4, and while children in Classrooms 2, 3, and 4 were on average reading at or above their grade level by the end of the year, the only low group children who were reading at grade level were those in Classrooms 2 and 4. Findings suggest: (1) differential instruction may be helpful in first grade; (2) children who enter first grade with low literacy benefit from early exposure to phonics, moving later toward the increased vocabulary and text discussion that serves their higher range peers well; and (3) a structured phonics curriculum that includes both onsets and rimes and also sounding and blending phonemes within rimes appears to be very effective. Contains 49 references, 16 tables, and 4 figures. An appendix contains examples of classroom dialogs. (EF)

ED 436 721   CS 013 771

Meier, Joanne D.; Invernizzi, Marcia
Book Buddies in the Bronx: A Model for America Reads.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English

schools with 5-, 6-, and 7-year-olds who are learning to read) discusses components of those books which she believes makes them successful. It attributes the success of these books to the following 4 ingredients: (1) traditional story structure having the elements of a central character with a problem and the solution of the problem; (2) a story which has meaning and does not bewilder children; (3) stories in a graded series designed to foster steady success, thus producing positive attitudes and desire for pleasure reading; and (4) stories with illustrations which are an integral part of the story and which further the meaning. Contains 43 references and 4 figures. (EF)

ED 436 741 CS 013 793

Ashdown, Jane
The Challenge of Continued Learning.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *Creative Thinking; *Early Intervention; *Inservice Teacher Education; Instructional Effectiveness; Primary Education; Professional Training; Reading Difficulties; Reading Instruction; Social Environment; *Teacher Improvement
IDENTIFIERS- *Reading Recovery Projects; Teacher Appraisal for Improvement; *Teacher Leaders; Thinking Approach to Problem Solving

One of the greatest challenges for teacher leaders can be working with Reading Recovery teachers in continuing contact in ways that build upon and extend their understandings. Continuing contact sessions for experienced Reading Recovery teachers differ from the initial training experience, and activities in these sessions should foster teacher thinking. Points to be considered in continued learning situations are: (1) teacher contact sessions should be particularly challenging and productive; (2) the social context of continued contact is the originator of higher learning and should provide a supportive learning environment; (3) teachers' roles in their working environments may affect their levels of participation in continued learning; (4) conversations are valuable for exchange of information and should include review and evaluation of teaching procedures, and (5) creative preparation and flexible presentation are important for the effectiveness of the session. Contains 11 references. (EF)

ED 436 742 CS 013 794

Manning, Kathryn; Ervin, Robert
Reading Recovery in the Far Northeast.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *Early Intervention; Educational Change; Evaluation Methods; Instructional

Instructional Materials; Criteria (with subsections on Connection to Educational Objectives, and Relevance to Student Needs); Procedures for Selection of Instructional Materials (with subsections on Responsibility for Selection, and Selection Procedures); and Opportunity for Informal Selection. Contains 10 resources. (NKA)

ED 436 764   CS 216 841

Defining and Defending Instructional Methods.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Learning; Elementary Secondary Education; *English Curriculum; *English Instruction; Guidelines; Public Schools; *Teacher Rights; *Teaching Methods
IDENTIFIERS- Controversy; *Educational Issues; *National Council of Teachers of English; Strategic Behavior

Pointing out that increasing questions about and attacks on various methods used in teaching English language arts led to a 1994 National Council of Teachers of English (NCTE) Resolution on the right to teach (reaffirmed in 1996) calling for the identification, definition, and defense of methods most often attacked, this brochure is the result of an NCTE committee's work to implement the resolution. The brochure begins with a position statement and then lists 11 strategies for heading off objections to the use of various methodologies and ways of responding when objections come. It is then divided into the following sections: The Teaching and Learning of Written Expression; The Teaching and Learning of Oral Expression; The Teaching and Learning of Reading; The Teaching and Learning of Literature; The Teaching of Grammar, Spelling, Mechanics, and Usage; The Teaching and Learning of Nonprint Media; and Collaborative/Cooperative Learning in the English Language Arts Program. Each section consists of a brief description of the area of controversy; a list of specific objections; responses to those objections; a summary; and a "Suggested Readings" list. (NKA)

ED 436 765   CS 216 944

Underwood, Terry
The Portfolio Project: A Study of Assessment, Instruction, and Middle School Reform.
PUB DATE- 99
NOTE- 279p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - General (140),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Curriculum Development; *Educational Change; *Educational Policy; Educational Research; Middle Schools; *Portfolio Assessment; Public Schools
IDENTIFIERS- *California; *Educational Issues; Implementation Analysis

This book is a study, in research-based narrative form, of one middle school's implementation of a new portfolio assessment plan in response to statewide policy changes in California. The book highlights the interactions of state, district, and local forces as teachers work to implement a portfolio-assessment plan that collects student work and evaluates it

Weaving a Virtual Web: Practical Approaches to New Information Technologies.

PUB DATE- 00
NOTE- 353p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audience Awareness; Cooperative Learning; Elementary Secondary Education; *English Instruction; *English Teacher Education; Hypermedia; *Language Arts; *Research Skills; *World Wide Web; *Writing Instruction; Writing Skills

With sections on using the Web to plan and structure courses, conduct research, and publish student work, as well as a reference essay that reviews Web sites for educators and students, this book reveals the rich variety of ways in which this technology can be used by English and language arts teachers at all levels. The 20 essays in the book explore a broad range of topics, including how the Web increases students' ownership of their learning and promotes empowerment; how technology affects the messages people send and receive; how the Web facilitates communication; and how the Web helps students focus on the concept of audience. After a foreword, preface, and introduction, essays in the book are: (1) "When Media Collide" (David Gillette); (2) "Encountering Hypertext Technology: Student Engineers Analyze and Construct Web Pages" (J. D. Applen); (3) "Preparing Future Teachers of English to Use the Web: Balancing the Technical with the Pedagogical" (Larry Beason); (4) "The Creation Project" (Emily Golson and Eric Sagel); (5) "Can Anybody Play? Using the World Wide Web to Develop Multidisciplinary Research and Writing Skills" (Elizabeth Sommers); (6) "Surfing the Net: Getting Middle School Students Excited about Research and Writing" (Jean Boreen); (7) "Foreign Language Resources on the Web: Cultural and Communicative Wealth on the Wires" (Jean W. LeLoup and Robert Ponterio); (8) "Building a Web for Literacy Instruction" (Sarah Rilling and Eniko Csomay); (9) "Changing Writing/Changing Writers: The World Wide Web and Collaborative Inquiry in the Classroom" (Patricia R. Webb); (10) "Using the Web to Create an Interdisciplinary Tool for Teaching" (Aijun Anna Li and Margery D. Osborne); (11) "Alewives" (Katherine M. Fischer); (12) "Writing Images: Using the World Wide Web in a Digital Photography Class" (Anne Frances Wysocki); (13) "From Castles in the Air to Portfolios in Cyberspace: Building Community Ethos in First-Year Rhetoric and Composition" (Elizabeth Burow-Flak); (14) "Living Texts on the Web: A Return to the Rhetorical Arts of Annotation and Commonplace" (Dean Rehberger); (15) "Students as Builders of Virtual Worlds: Creating a Classroom Intranet" (Douglas Eyman); (16) "Using the Web for High School Student Writers" (Ted Nellen); (17) "Systems Analysis and Design Projects: Integrating Communities and Skills through the Web" (Joy L. Egbert and Leonard M. Jessup); (18) "Nobody, Which Means Anybody: Audience on the World Wide Web" (Catherine F. Smith); (19) "Donut Shoppes and Tea Rooms: Getting in the MOO(d) for Hypertext" (Mick Doherty and Sandye Thompson); and (20) "The Craft of Teaching and the World Wide Web: A Reference Essay for Educators" (Kevin M. Leander). (RS)

ED 436 788 CS 216 972

ED 436 809 CS 510 191

Smith, Michael F.
Internet Explorations: On-Line Assignments for the Introductory Public Relations Course.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *Communication Audits; *Course Content; Higher Education; *Internet; Introductory Courses; *Mass Media; Organizational Communication; *Public Relations
IDENTIFIERS- *Communication Strategies; *Technology Integration

This paper describes a series of assignments called "Internet Explorations," which were developed for an introductory public relations course. The three rationales for the assignments in the paper were illustration and application of course concepts to ongoing public relations activities, student exposure to communication strategies, and structured online experiences which involved new technological public relations tactics. The four assignments, entitled: "Exploring PR History"; "Organizations and Key Publics"; "Communities, Governments, and Activists"; and "Organizations and Crises," were distributed via email. Benefits of the assignments included increased classroom discussion quality and connection with current events. An appendix contains sample handouts of the four assignments, including several Web site links used for the assignments. (EF)

ED 436 810 CS 510 194

Lowell, Ross
Matters of Light & Depth: Creating Memorable Images for Video, Film, & Stills through Lighting.
PUB DATE- 99
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Film Production; Higher Education; *Lighting; *Lighting Design; *Photography; Secondary Education; *Videotape Recordings

Written for students, professionals with limited experience, and professionals who encounter lighting difficulties, this book encourages sensitivity to light in its myriad manifestations: it offers advice in creating memorable images for video, film, and stills through lighting. Chapters in the book are: (1) "Lights of Passage: Basic Theory and Practice"; (2) "Lighting by Numbers: Technique"; (3) "In Broad Daylight: Tools and Tactics"; (4) "Dynamic Lighting of Static Subjects: Technique"; (5) "Shedding Light: Practical Matters"; (6) "Hearing the Light: Light Philosophy"; (7) "Lights-On Lessons and Resources: Exercises for the Eye and a Guide to Selected Publications & Videotapes"; and (8) "Terms of Enlightenment: Glossary." (RS)

The Lifeworld of Leadership: Creating Culture, Community, and Personal Meaning in Our Schools. The Jossey-Bass Education Series.
PUB DATE- 00
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Accountability; Educational Administration; *Educational Environment; Elementary Secondary Education; *Instructional Leadership; School Community Relationship; *School Culture; School Effectiveness

This book explores the link between school character and school improvement. It focuses on the construction of a schooling system based on layered loyalties and shared accountability, ideas that build on local initiatives and concerns without compromising the interests of stakeholders. Chapter 1 examines the role that culture plays in providing a unique framework for each school. Chapter 2 then discusses the link between school character, in the form of a thriving "lifeworld," and school effectiveness. School effectiveness is defined as a school's ability to achieve higher levels of thoughtfulness among its students, thoughtfulness characterized by caring and civility. The third chapter examines the virtues that undergird the profession of teaching, and provides a case study of how these virtues are manifest in a public school. Chapter 4 looks at the challenges in trying to honor diversity and unity, whereas chapter 5 discusses the impact of standards and assessments on the lifeworlds of schools and communities. A broader view of assessment is presented in chapter 6. Chapter 7 turns to the themes of teachers, their work, and their learning, and the last two chapters look at change strategies and the relationship of leadership to democracy and the lifeworld. Two appendices offer excerpts from sample external reviews. (Contains an index and 174 references.) (RJM)

ED 436 830   EA 030 157

Davis, Sara N., Ed.; Crawford, Mary, Ed.; Sebrechts, Jadwiga, Ed.
Coming into Her Own: Educational Success in Girls and Women.
PUB DATE- 99
NOTE- 361p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Courses; Curriculum Development; *Diversity (Institutional); Educational Administration; Elementary Secondary Education; *Females; *Instruction; Mentors; Role Models; Single Sex Colleges; *Womens Education

This book outlines approaches to teaching and learning that can address the diverse needs of students of different genders, races, ethnicities, classes, ages, and sexual orientations. The text focuses on strategies that optimize women's educational experiences, particularly education that is women-centered, and the attendant strategies that positively influence that educational experience. The book combines theoretical positions and practical strategies for implementing new pedagogies and privatization of practice. It then examines the collective focus on student learning and explores further the de-privatization of practice. The book closes with a plea to reformers to embrace innovation while valuing tradition. Two appendices outline the methodology and the observation protocol used for the study. (Contains 28 references and 27 figures.) (RJM)

ED 436 849   EA 030 179

Pourdavood, Roland G.; Cowen, Lynn M.; Svec, Lawrence V.; Skitzki, Raymond; Grob, Sharon
A Paradoxical Path to Reform: The Case Study of Lomond Elementary School. Transforming Learning Communities.
PUB DATE- 99
NOTE- 92p.; For other case studies from the Transforming Learning Communities Project, see EA 030 169-181.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Case Studies; Change Strategies; Constructivism (Learning); *Educational Change; *Educational Environment; Educational Improvement; Educational Philosophy; Elementary Education; Models; *School Restructuring
IDENTIFIERS- Shaker Heights Schools OH; *Transforming Learning Communities OH

This book is part of a series of case studies that demonstrate better ways to educate Ohio's students. The case study is part of the Transforming Learning Communities (TLC) Project, designed to support significant school-reform efforts among Ohio's elementary, middle, and high schools. This report describes the implementation of an innovative program at an elementary school in northern Ohio. The text focuses on the school's efforts in mathematics-instruction reform. It examines the research that structured the reform and its impact on school change. The reform efforts are further elaborated through a series of five vignettes that portray the changes occurring in mathematics instruction. The report then provides background information about the two principals who played significant parts in reform efforts and the dialectical relationship between tensions and reform that developed. It looks at the emergence of a critical mass of reform-minded teachers and the effort required to change the structure of leadership, instruction, and assessment. The last chapter describes the complexities of change, the alterations to epistemology, the presence of chaos, and the need for teachers and principals to believe in the reculturing of the school. Two appendices provide the study methodology and samples of performance tasks. (Contains 52 references.) (RJM)

ED 436 850   EA 030 180

Morrow, Linda E.; Martin, Kaye M.; Glascock, Catherine H.
An Evolutionary Journey: The Case Study of East Muskingum Middle School. Transforming Learning Communities.
PUB DATE- 99
NOTE- 73p.; Prepared in cooperation with Douglas Winner, Patricia Bennett, and John Smith. For other case studies from the Transforming Learning Communities Project, see EA 030 169-181.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

developers and trainers with resources that can be used to improve the performance of paraeducators working in center-based and home visitor programs for young children with disabilities from birth to age 5. The modules cover: (1) strengthening the instructional team, the roles of paraeducators working in inclusive environments for young children, and communication and problem solving; (2) human and legal rights of children with disabilities and their families; (3) principles of human development and factors that may impede typical human development; (4) the instructional process (individualized education and family services plans, assessment, data collection, goals and objectives, instructional interventions, and facilitating inclusion using developmentally appropriate activities); (5) working with families; (6) appreciating diversity; and (7) emergency, health, and safety procedures. The format for the instructional modules includes: instructional objectives, equipment and resources required, suggested training activities and exercises, background information for the trainer, and handouts and transparencies. Training procedures involve small group discussions, brainstorming, problem solving, case studies, and role plays. (References accompany each module.) (CR)

ED 436 870 EC 307 543

Pickett, Anna Lou
A Training Program To Prepare Teachers To Supervise and Work Effectively with Paraeducator Personnel. Fifth Edition.
PUB DATE- 97
NOTE- 77p.; See ED 274 135 and ED 357 515 for earlier editions of this guide.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrative Principles; Administrator Role; *Classroom Techniques; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; Instructional Materials; *Paraprofessional School Personnel; *Personnel Management; Postsecondary Education; Staff Development; Staff Role; Supervision; *Supervisory Training; *Teacher Role; Teamwork; Training

This project was designed to develop instructional materials to prepare teachers of students with disabling conditions and other professional personnel to assume responsibilities as classroom managers and supervisors. The first part of the manual contains information about the changing roles of teachers and paraprofessionals, responsibilities of administrators for supporting and preparing teachers to assume these responsibilities, and guidelines for using the materials to conduct trainings. The instructional modules cover the topics of: (1) the instructional team and the roles of the teachers and paraeducators; (2) management and supervision, the need for training in the process of management, and the teacher as classroom manager; (3) communication and team building, interactive skills, expressing feelings and providing feedback, non-assertive behavior, aggressive behavior, positive behavior, removing barriers to effective communication between teachers and paraeducators, and strategies for effective problem solving and decision making; (4) integrating the paraprofessional into the classroom through planning, setting goals and objectives, and directing and delegating; and (5) evaluating and coaching. The format for the instructional modules includes: instructional objectives, equipment and resources required, disabilities in the Missouri Assessment Program (MAP). It addresses the following topics: (1) reasons for including students with disabilities in a state assessment program, including requirements under the Individuals with Disabilities Education Act and state legislation and policy; (2) understanding the MAP, including its purpose, the areas and grade levels assessed, how the assessments are administered, and how students' scores are developed and used; (3) discussing the development of the MAP alternate assessment; (4) making decisions about how students will participate in the MAP and alternatives for including students with disabilities; (5) understanding and using accommodations, including administering the MAP individually, providing extra time, and reading written directions aloud or repeating directions; (6) preparing students to participate in the MAP subject area assessments; (7) addressing the concerns of parents; (8) analyzing the logistics of test administration; (9) evaluating the planning and assessment process; and (10) developing district policy. Overheads and handouts supporting the training material are provided, along with optional activities to use as part of the training session. (CR)

ED 436 889 EC 307 562

Educational Directions for Students with Traumatic Brain Injury.
PUB DATE- 99
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Modification; Behavior Problems; Case Method (Teaching Technique); Case Studies; Early Childhood Education; Elementary Secondary Education; *Head Injuries; *Individualized Education Programs; *Integrated Services; Intervention; *Neurological Impairments; Student Characteristics; *Student Needs; Teamwork
IDENTIFIERS- Functional Behavioral Assessment; Missouri

This manual, developed to assist Missouri school personnel in the provision of educational opportunities for students with traumatic brain injury (TBI), answers commonly asked questions about the educational needs of these students, and gives practical applications of educational practices and programming. Three case studies are introduced to help explain the educational applications. The three children (ages 2-15) profiled are representative of the diversity of students who experience a brain injury. Their stories describe how they, along with their families, teamed with staff from their rehabilitation centers and schools to facilitate their return to school. These stories not only personalize students with TBI, but also the educational practices and programming often necessary to support reintegration and educational success. The manual focuses on several key areas in the context of the three case studies: (1) developing a school re-entry plan; (2) implementing learning, memory, and behavioral strategies; (3) developing an Individualized Education Program; (4) conducting a functional behavioral assessment; and (5) developing a behavioral intervention plan. Appendices include lists of Missouri resource agencies, resource materials, community prevention programs, and Internet resources. (Each case study contains references.) (CR)

Following suggestions for developing culturally competent organizations, recommendations for research are provided and include: (1) grounding decisions about research purposes and hypotheses in a thorough knowledge of potential user audiences; (2) examining assumptions inherent in the goals, hypotheses, and methods of the intended research; (3) exploring a variety of research methodologies; (4) defining all variables fully; (5) using sampling techniques that provide adequate representation among all targeted audiences; (6) structuring data collection activities to ensure an appropriate rate of return for all targeted subpopulations; (7) carefully considering within-group as well as between-group differences; (8) seeking input and feedback from representatives of target audiences in identifying data collection procedures and instruments, analyzing data, and drawing conclusions; and (9) using multiple dissemination strategies and media. (Contains approximately 115 references.) (CR)

ED 436 908   EC 307 582

Gubbins, E. Jean, Ed.; Siegle, Del, Ed.
The National Research Center on the Gifted and Talented (NRC/GT) Newsletter, 1997.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 42p.; Newsletters published biannually.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cooperative Learning; Elementary Secondary Education; *Gifted; Mathematics Instruction; *Parent School Relationship; *Research and Development; Student Attitudes; Student Needs; *Talent; *Teaching Methods; *Theory Practice Relationship

These two newsletters of The National Research Center on the Gifted and Talented (NRC/GT) present articles concerned with research on the education of gifted and talented students. The articles are: "NRC/GT: Research Should Inform Practice" (E. Jean Gubbins); "Building a Bridge: A Combined Effort between Gifted and Bilingual Education" (Valentina I. Kloosterman); "Talent Development for Everyone: A Review of 'Developing the Gifts and Talents of All Students in the Regular Classroom'" (Bruce N. Berube); "Gender Differences in High School Students' Attitudes toward Mathematics in Traditional versus Cooperative Groups" (Lisa A. Drzewiecki and Karen L. Westberg); "NRC/GT: The Parent Connection" (E. Jean Gubbins); "A Parent's Guide to Helping Children: Using Bibliotherapy at Home" (Mary Rizza); "Parents, Research, and the School Curriculum" (Mallory Bagwell); and "Cluster Grouping Coast to Coast" (Patricia A. Schuler). Also included are the following brief research summaries: "The Effectiveness of Peer Coaching on Classroom Teachers' Use of Differentiation for Gifted Middle School Students" (Caroline Sarah Cohen); "Effects of Teaching Problem Solving through Cooperative Learning Methods on Student Mathematics Achievement, Attitudes toward Mathematics, Mathematics Self-Efficacy, and Metacognition" (Edna Leticia Hernandez Garduno); "A Gender Study of Students with High Mathematics Ability: Personological, Educational, and Parental Influences on the Intent To Pursue Quantitative Fields of Study in College" (Mary Katherine Gavin); "Characteristics and Perceptions of Perfectionism in Gifted Adolescents in a Rural School Environment" (Patricia Ann Schuler); "Gifted, but Gone: High Ability, Mexican-American, Female Dropouts" (Nancy on future school facilities. Additionally, the study developed an architectural program for future educational facilities based upon the anticipated educational specifications and determined the underlying themes concerning the development of future education facilities. Surveys were sent to architects, futurists, and educators to gain a reasoned consensus on the factors involved. Following survey rounds, the participants were given either qualitative or quantitative feedback to generate a higher order of responses and group consensus. Findings indicated 28 probable social or technological futures that may affect education. Also revealed were 12 major themes concerning the effect of these futures on school architecture. Each theme has supporting architectural considerations that could be incorporated in future school facilities. Recommendations for other researchers are noted. An appendix, comprising over half the document, includes the survey instruments used in the study. (Contains 132 references.) (GR)

ED 436 930   EF 005 471

Boysen, Thomas C.
Kentucky School Facilities Planning Manual.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; *Government School Relationship; Public Schools; *School Construction
IDENTIFIERS- *Kentucky

The Kentucky State Board for Elementary and Secondary Education has published this manual containing criteria school districts should use for planning new school construction and renovation projects. The criteria is used for determining the following activities: (1) the selection of the Local Planning Committee (LPC) responsible for the development of the Master Educational Facility Plan and District Facility Plan; (2) requirements and procedures for development of these plans; (3) the District Facility Plan format; (4) school center designation; (5) new construction program allocations; and (6) construction needs for funding by the Kentucky School Facilities Construction Commission. The makeup and responsibilities of the LPC are outlined as is a summary of the processes and responsibilities of the State's Division of Facilities Management available to these committees. A facility planning process flowchart is included. (GR)

ED 436 931   EF 005 481

Quality of Life...Investing in Our Children's Future. The Case for Building and Maintaining Our Public Schools.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bond Issues; Budgets; Educational Environment; Elementary Secondary Education; *Financial Support; *Government School Relationship; *Public Schools; *Public Support; *School Maintenance
IDENTIFIERS- *Building Maintenance; Financing Options

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Education; Classroom Environment; Classroom Techniques; Demography; Elementary Secondary Education; *English (Second Language); Evaluation Methods; *Language Minorities; Language of Instruction; Limited English Speaking; Native Language Instruction; Politics of Education; School Community Relationship; Second Language Instruction; Second Language Learning; Staff Development; Student Placement; Teacher Education; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods; Teaching Skills

This book provides research information about programs and practices that have proven to be effective for helping language minority students achieve academically. Basic background information about language acquisition, legal requirements for educating linguistically diverse students, and placement, program, and assessment information is also provided to help guide educators through the new and emerging climate of high stakes accountability. The principle aim of this book is also to debunk some of the myths surrounding the education of language minority students. A total of 45 myths in nine categories (demographics, enrollment, native language instruction, second language acquisition, placement, assessment, programming, staffing and staff development, and parents and the community) are methodically set forth, explored, and then refuted with empirical research. The importance of debunking these myths is asserted because such beliefs color the policy, programmatic, and instructional atmospheres in which teachers teach and students learn. An extensive list of organizations providing resources for English-as-a-Second-Language educators is appended, including the names, addresses, and contact information (often including Internet addresses) for national organizations, research and development centers, professional organizations, not-for-profit advocacy groups, and local and state educational organizations. (Contains a glossary, extensive references, and an index). (Author/KFT)

ED 436 955   FL 026 067

Thompson, Carolyn K.
A Literature-Based ESL Curriculum: The Great Lewis and Clark Expedition.
PUB DATE- 99
NOTE- 140p.; M.A. Thesis, Eastern Washington University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Course Objectives; *Curriculum; English for Academic Purposes; *English (Second Language); Evaluation Methods; Higher Education; Instructional Materials; Lesson Plans; *Literature; Second Language Instruction; Second Language Learning; Student Evaluation; Teaching Methods; Worksheets

This master's thesis proposes that students experience optimal learning of a second language in a literature-based curriculum and when multiple methods of teaching are employed. The document includes a statement of the problems and challenges of second language learning, an overview of historical and theoretical aspects of teaching a second language, a review of the literature concerning the use of literature in teaching a second language, an examination of the importance of a multimodal learning environment, and a rationale for using nonfiction literature in a multimodal curriculum. There is also generally in support of bilingual education, or at least the option of it, were Dr. Eugene Garcia, Dean of the Graduate School of Education at the University of California at Berkeley; and Celia Ruiz, an attorney representing four California school districts. Dr. Garcia based his support for bilingual education on the conclusions of a number of government and academic studies showing overall positive effects of bilingual education. Ms. Ruiz focused her testimony not on the merits or drawbacks of bilingual education but on a defense of the legal process that federal law has created to allow school districts to choose from a range of educational options, from English immersion to long-term bilingual education programs. Cathy Liska, a teacher from Anaheim, California, and George S. Louie, a parent of a child placed in a bilingual education setting from Oakland, California, spoke against bilingual education. Mr. Louie's child had very negative experiences. Ms. Liska's experience as an elementary school teacher with first-hand classroom experience of bilingual education has convinced her it does not serve limited-English-speaking students well and should be ended. (KFT)

ED 436 975   FL 026 099

Kitao, S. Kathleen; Kitao, Kenji
Fundamentals of English Language Teaching.
PUB DATE- 99
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Computer Assisted Instruction; Educational Resources; Educational Technology; Elementary Secondary Education; *English (Second Language); Evaluation Methods; Foreign Countries; Grammar; Higher Education; Instructional Materials; *Internet; Language Role; Language Skills; Language Teachers; Language Tests; Language Usage; *Lesson Plans; *Professional Development; Second Language Instruction; Second Language Learning; Student Evaluation; *Teaching Methods; Testing; *Vocabulary Development

English is not the most widely spoken language in the world, but it is the most widely used by non-native speakers, making the teaching of English as a Second Language a very important endeavor. This book provides an overview of English language teaching, giving the reader a general background on the issues related to language teaching--particularly language acquisition. Topics covered include the following: reasons why people study English; the history of language teaching methodology; fundamentals of language learning and acquisition for both first and second languages; the relationship between language and other skills; the importance of instructor teaching plans; teaching of the four skills (speaking, listening, reading, writing); teaching vocabulary; teaching about English-speaking cultures; and the role of evaluation in teaching (techniques for doing it effectively and how to use such information). The book also includes chapters on using technology in the classroom; how to find and use the resources available from teacher professional organizations; professional development; and a guide to information available via the Internet. There is also an appendix about the Web resource offered by the authors, "On-Line Resources and Journals Related to ELT, Linguistics, and Communication." (KFT) development in higher education. The articles are: "Diversity and Its Discontents: Rays of Light in the Faculty Development Movement for Faculty of Color" (Edith A. Lewis); "The Challenge and Test of Our Values: An Essay of Collective Experience: (Kay Herr Gillespie); "On the Path: POD as a Multicultural Organization" (Christine A. Stanley and Mathew L. Oullett); "The Scholarship of Teaching and Learning: A National Initiative" (Barbara L. Cambridge); "QILT: An Approach to Faculty Development and Institutional Self-Improvement" (Mike Laycock); "Finding Key Faculty to Influence Change" (Joan K. Middendorf); "Student Collaboration in Faculty Development: Connecting Directly to the Learning Revolution" (Milton D. Cox and D. Lynn Sorenson); Transforming Introductory Psychology: Trading Ownership for Student Success" (Randall E. Osborne, William F. Browne, Susan J. Shapiro and Walter F. Wagor); "TEACHnology: Linking Teaching and Technology in Faculty Development" (Mei-Yau Shih and Mary Deane Sorcinelli); "From Transparency toward Expertise: Writing-Across-the-Curriculum as a Site for New Collaborations in Organizational, Faculty, and Instructional Development" (Philip G. Cottell, Jr., Serena Hansen and Kate Ronald); "Faculty Teaching Partners and Associates: Engaging Faculty as Leaders in Instructional Development" (Myra S. Wilhite, Joyce Povlacs Lunde and Gail F. Latta); "Creating a Culture of Formative Assessment: The Teaching Excellence and Assessment Partnership Project" (Roseanna G. Ross, Anthony Schwaller, and Jenine Helmin); "Fragmentation Versus Integration of Faculty Work" (Carolin Kreber and Patricia Cranton); "Getting Lecturers to Take Discussion Seriously" (Stephen Brookfield and Stephen Preskill); "'It's Hard Work!': Faculty Development in a Program for First-Year Students" (Martha L.A. Stassen); "The Influence of Disciplinary Differences on Consultations with Faculty" (Virginia S. Lee); and "Faculty Development Centers in Research Universities: A Study of Resources and Programs" (Delivee L. Wright). (JM)

ED 436 997   HE 032 617

George, Judith; Cowan, John
A Handbook of Techniques for Formative Evaluation: Mapping the Student's Learning Experience.
PUB DATE- 99
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Course Evaluation; Curriculum Development; *Educational Assessment; Foreign Countries; *Formative Evaluation; Higher Education; *Student Evaluation; Student Evaluation of Teacher Performance

Formative evaluation is an evaluation done with the intention of identifying potential for improvement. This handbook provides techniques and ideas for discovering how students are learning and how much students are learning from their experiences in the classroom. Surveys, questionnaires, observations, class discussions, journals, and examinations are discussed, with the information obtained via these methods to be used in curriculum development. The chapter titles are: (1) "Approaching Curriculum Development Systematically"; (2) "Choosing a Method of Formative Evaluation - and Using It"; (3) "Obtaining Information About the Immediate Learning Experience"; (4)

Survey data obtained in recent audits updated Ohio's local government units' assessment of Year 2000 (Y2K) readiness. The survey was developed with three intended objectives: (1) to provide an accurate assessment of the efforts to remediate the Y2K problem in Ohio's school districts, cities and counties; (2) to identify issues that could affect the Y2K remediation efforts; and (3) to report information and analysis that will be useful to elected officials developing responses to the Y2K problem. In the findings there are a list of recommendations to assist governments in achieving Y2K compliance. These suggestions are grouped into six areas: Project Planning; Priority Setting; Data Exchange; Embedded Systems; Testing and Business Continuity; and Contingency Planning. Additional resources of Y2K information includes survey results and a list of web sites, handbooks and guides. (Contains forty-six pie charts.) (AEF/EPC)

ED 437 017   IR 019 823

Garcia, Liliana P.
Helping Teachers Increase the Use of Multimedia Instructional Technology into the Curriculum through Staff Development Workshops.
PUB DATE- 99
NOTE- 94p.; Master's Practicum Report, Nova Southeastern University, Miami, Florida. Some Appendices contain illustrations that will not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Educational Technology; Elementary Education; *Faculty; Inservice Teacher Education; Learning Activities; *Multimedia Materials; Professional Development; Skill Development; Surveys; Training
IDENTIFIERS- Technology Integration

This report describes a staff development training using a multimedia instructional technology program designed to increase the integration of multimedia materials by teachers into their curriculum. The objectives were for the teachers in the targeted group to demonstrate an increased use of instructional technology by generating products using four out of eight skills in which they had been instructed and for 20% or more of the targeted group to attain more skills to operate and integrate various technological hardware and software programs. A target group of 14 teachers involved in regular education was established for the program. The 12-week program focused on staff development of computer-related technology so that as teachers gained expertise they would transfer their knowledge to their students. The program contained various activities and strategies using multimedia instructional technology for the improvement of these skills. Levels of success were measured by a pre- and post-teacher technology survey as well as products generated and recorded on a technology profile checklist. Appendices include tables showing the pre- and post-teacher technology skills survey and results in percentages, and a teacher technology portfolio checklist. (Author)

ED 437 018   IR 019 824

Cole, Howard
Implementing Instructional Technology in Schools.

and objectives; and the IR environment, including organization/personnel, personnel resources, IR policies/practices, agency databases, and agency applications. The Office of Instructional Technology section contains: an executive summary; introduction/IR vision; external/internal assessment; strategic planning goals and objectives; and the IR environment, including organization/personnel. The section for the University Library contains: an executive summary; introduction/IR vision; external/internal assessment planning factors and assumptions related to levels of service, strategic planning mechanism, human resources, adaptive equipment, East Texas Consortium of Libraries membership, Integrated Library System (ILS) clients, ILS staffing, campus access to IR, TexShare program development, multimedia resources, Campus Wide Information System, imaging technology, university enrollment, state funding, dependence on outside entities, library hardware/software/infrastructure; strategic planning goals and objectives; and IR environment, including organization/personnel, policies/practices, methodology for IR planning, agency platforms/systems/telecommunications, agency databases, and agency applications. (MES)

ED 437 038 IR 019 919

Mitchell, Kevin, Ed.
Catalog of ERIC Clearinghouse Publications, 1998. A Catalog of Free and Low-Cost ERIC Clearinghouse Materials Currently in Print.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 136p.; This catalog is updated and published annually.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Catalogs; Directories; *Educational Resources; *Information Sources; Instructional Materials; Publications; Reading Materials; Reference Materials
IDENTIFIERS- *ERIC Clearinghouses; ERIC Digests; Monographs

This "Catalog of ERIC Clearinghouse Publications" highlights more than 1,100 education publications prepared by the Educational Resources Information Center (ERIC) system. The titles are arranged by ERIC component and cover a broad range of subject areas in education. The major ERIC publication types include: parent brochures; directories and resource guides; ERIC Digests; ERIC Monographs/Reports; and searches and annotated bibliographies. The Catalog provides ordering information and prices and includes a subject index to help locate publications in specific areas of interest. The subject index also lists appropriate ERIC Clearinghouse or support component to order publications. A list of addresses, telephone numbers and Internet addresses for specific Clearinghouses is provided. (AEF)

ED 437 039 IR 019 920

Goncalves, Silvia, Ed.
Catalog of ERIC Clearinghouse Publications, 1999. A Catalog of Free and Low-Cost ERIC Clearinghouse Materials Currently in Print.
SPONS. AGENCY- Educational Resources Information Center (ED),

such study focused on 26 third grade students. The studies took place in Alberta (Canada) in 1993, Texas in 1996, and Washington state in 1999. From data analyzed in the interviews and written documents, the initial findings indicated that third grade and eleventh grade students feel and think about research writing activities similarly. The younger students seemed more process oriented than the older ones. The third grade students commented on enjoying reading the information on their topic and telling the facts they had learned. The older students used methods of citation and more sophisticated paraphrasing techniques. The younger students did not use any citations. The amount of blatant copying for the Texas study and the Washington study were comparable. The mental models of both age groups were surprisingly similar. (Contains 15 references.) (Author/MES)

ED 437 058   IR 057 594

Murray, Jan
Meeting Diverse Information Needs: Students with Disabilities.
PUB DATE- 99
NOTE- 13p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Disabilities; Elementary Secondary Education; *Federal Legislation; Foreign Countries; Inclusive Schools; Information Needs; Information Skills; Information Technology; *Legal Responsibility; Librarian Teacher Cooperation; Library Administration; *Library Instruction; Library Policy; *Library Services; Library Surveys; *School Libraries; Special Education; User Needs (Information); Users (Information)
IDENTIFIERS- Australia (New South Wales); Australia (Victoria)

This paper presents the results of a four-year study conducted in primary and secondary schools from all sectors in two Australian states, Victoria and New South Wales. The study investigated the impact of inclusive schooling on the provision of library and information services to students with disabilities. Research questions were identified to direct data collection that would demonstrate the success or failure of school library managers to meet the requirements of federal disability legislation. The methodology used in the study incorporated both survey and case study. Empirical data collected by survey concentrated particularly on the current level of service provision to students with disabilities, while case study investigations also looked at management factors. The focus was on the relationship between the school library staff and the special education staff, and the effect this had on provision of school library services and the acquisition of information skills by students with disabilities. The discussion includes the level of service provision to students with disabilities, as well as the managerial approach of teacher-librarians and their awareness of appropriate resources, teaching approaches, and technology. (Contains 12 references.) (Author/MES)

ED 437 059   IR 057 595

Employment Outcomes of Non-transferring Students.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Transfer Students; *Community Colleges; *Education Work Relationship; Educational Benefits; *Educational Status Comparison; *Employment Opportunities; Student Behavior; *Student Educational Objectives; Student Motivation; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

At the close of the 1996-97 academic year, some 45,000 transfer-oriented students left the Washington community and technical colleges they had been attending. Eleven thousand, three hundred of these students transferred immediately to a four-year institution in Washington or Oregon, with another 2,000 transferring a year later. More than half of the students did not transfer but either stayed in the job held during college or gained employment after college. The employment status of these non-transferring students is described in this report. All of the former students described here reported that their purpose for attending was to prepare for transfer, but they also encompass people who plan to work for several years before actually transferring. Given the diversity of purposes masked in the simple transfer declaration, knowing about how the college experience impacts the quality of employment of these former transfer-oriented students is important. Some key findings are: quality employment is a key outcome for those enrolled with a declared transfer purpose; the more education gained at community and technical colleges, the greater the economic outcomes for these non-transferring students; and non-transferring students had substantial labor force attachment before and during college as well as after college. (VWC)

ED 437 078   JC 000 038

Statewide Annual Licensure Report, 1999.
PUB DATE- 99
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; Annual Reports; Certification; *Community Colleges; Government School Relationship; Institutional Research; *Licensing Examinations (Professions); Program Evaluation; State Licensing Boards; Tables (Data); *Technical Institutes; *Test Results; Two Year Colleges
IDENTIFIERS- *Texas Higher Education Coordinating Board

This report provides the licensure examination results for two-year technical associate degree and one-year certificate programs that lead to professions requiring licensure. The Texas Higher Education Coordinating Board uses this information as part of its overall assessment of the effectiveness of technical education programs at community and technical colleges in the state. The percentage of students who pass a licensure exam is one of nine performance measures that Texas community colleges are required to report annually. This report includes data on the following programs that require licensure examinations: cosmetology, court reporting, fire protection, funeral directing, embalming, interpreting for the deaf, law enforcement, massage therapist, nursing assistance, nursing, occupational therapy assistance, and physical therapy assistance. Table 1 provides a statewide summary. It lists all was used to collect information from students. The researcher finds that the academic preparations and/or rigor required in SMC courses provided the socialization and preparation for the course work at UCLA. At UCLA, SMC students had a significantly higher GPA compared to non-SMC students. Overall, male students had lower involvement or interaction with professors at UCLA, compared to female students. Male students were more likely to agree that adjusting to UCLA was difficult and that they experienced an increased level of stress when they started. Older students were significantly more satisfied with their UCLA experience, compared to traditional students. Older students take greater advantage of interacting with world-renowned scholars and utilize the resources available to them more often. Appendices include a list of Transfer Alliance Program Colleges, the transfer students' questionnaire, the Dean's cover letter, and factor analysis results. (VWC)

ED 437 099 JC 000 059

Technical Education Now. Missouri State Plan for Postsecondary Technical Education.
PUB DATE- 96
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Development; Educational Finance; Educational Planning; *Labor Force Development; *Labor Needs; Postsecondary Education; Secondary Education; State Schools; Statewide Planning; *Technical Education; *Vocational Education
IDENTIFIERS- *Missouri

This Plan for Postsecondary Vocational Technical Education is a work in progress to build a seamless technical education delivery system from secondary through postsecondary education to employment. The plan outlines mechanisms to heighten citizen awareness of the critical importance of technical human resources to the state's economy. Similarly outlined are strategies for strengthening the current delivery system for postsecondary vocational technical education by enhancing program quality, increasing collaboration, and strengthening the necessary infrastructure. Chapter 1, entitled "Strengthening the Delivery System for Postsecondary Vocational Education," discusses desirable characteristics of a statewide system for postsecondary vocational education, which is essentially a vision for the future, and identifies statewide needs for strengthening this delivery system. Chapter 2, entitled "State Plan for Postsecondary Vocational Technical Education," examines the role of the: Coordinating Board for Higher Education, State Board of Education, State-Level Technical Education Council, Regional-Level Technical Education Councils, the state's community colleges, the state's vocational technical schools, Linn State Technical College, the state's baccalaureate colleges and universities, and the state's private career schools. Chapter 3, entitled "Financing of the Plan for Postsecondary Vocational Technical Education and Implementation Timeline," reports on initial financing for this state plan and provides an implementation timeline. Nine appendices are included in this report. (Contains 58 references.) (VWC)

ED 437 100 JC 000 060

Relations; Interprofessional Relationship; *Role Playing; Two Year Colleges

This paper is devoted to the description of action methods that can be used to provide a practical understanding and awareness of culturally diverse material. It draws from such varied disciplines as cross-cultural psychology, international business, and sociodrama, with the goal of suggesting a methodology for using role playing to teach ethnic, social, racial, religious, and cultural differences across the curriculum. In business and politics, the understanding of culturally sensitive issues has become a necessary means for survival. The study sought to find material on how diversity could be taught rather than what would be taught, using business contacts involved in diversity training for managers in various countries and asking to view their training materials. The aim was to amplify the principles outlined by Fons Trompenaars and Charles Hampden-Turner in "Riding the Waves of Culture: Understanding Diversity in Global Business" (Second Edition) through the specific use of selected action methods. The purpose of doing this is to make the learning process more experiential by extracting greater understanding and increased competence in settling culturally sensitive dilemmas. The paper extensively examines the use of the "cultural double" as an action method that is typically used for three main purposes: providing emotional support, giving emotional expression, and reorganizing perceptions. (Contains 11 references.) (VWC)

ED 437 119 JC 980 309

Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University.
PUB DATE- 98
NOTE- 139p.; The nine essays have been separately analyzed, see JC 980 310-318.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Community Colleges; *Educational Change; *Educational Innovation; Educational Practices; Educational Technology; Females; *Futures (of Society); Language Minorities; Mathematics Instruction; Minority Groups; Psychology; School Holding Power; Sex Discrimination; Student Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Bergen Community College NJ; Princeton University NJ

This collection contains nine essays, written by fellows in Princeton University's Mid-Career Fellowship Program, on contemporary issues facing community colleges. The essays included are "Language Minority Crossover Students: A Program to Address a New Challenge at Bergen Community College" (Brian Altano); "Retention Strategies for Women in the Physical Sciences at Bergen Community College" (Lynda Lynette Box); "Educational Marketing: An Essential Tool for Managing Change" (Bonnie S. Dimun); "Using Technology to Revitalize the Lecture: A Model for the Future" (Marilyn Joyce Gilroy); "Survey of Technology Use in Mathematics at New Jersey's Community Colleges" (Jean M. Lane); "It's Recruiting, Stupid! (Reinvigorating a Two-Year College Honors Program)" (Karl Oelke); "Multimedia in Lectures and on the World Wide Web" (Brian Pankuch); "Using Multimedia for Teaching Analysis in History of Modern Architecture" (Garry Allen Perryman); and "A Modest Projection: A Satirical Inquiry into the Demise of Community Colleges" (John Leslie Smith). (YKH) industry assessment; a plan for spanning the needs and goals of industry and education contexts; an assessment of strategies for each developmental level; and ways in which this vision is aligned to and supports the National Skill Standards Board (NSSB) vision for industry skill standards. Chapter 3 defines standards, presents types of standards used in education and industry contexts, and provides a summary of work done by the National Skill Standards and Assessment Collaborative (NSSAC) to identify categories of cross-industry standards applicable across industries. Chapter 4 describes qualities of an effective program and discusses validity, reliability, and fairness. Chapter 5 charts NSSAC's development work with two assessment methods--portfolios and written scenarios. The identified assessment prototypes are included. Chapter 6 presents a general process for developing effective scoring systems, highlighted by specific examples, and discusses issues related to combining assessment information and reporting results to appropriate audiences. Chapter 7 summarizes "lessons learned" and recommendations for design and implementation of a skill standards-based assessment system. Appendixes include information on NSSB and NSSAC scenario review form. The guide contains 52 references. (YLB)

ED 436 624   CE 079 333

Supplement to the Study on the Structures of the Education and Initial Training Systems in the European Union. The Situation in Estonia, Latvia, Lithuania, Slovenia and Cyprus.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education, Training, and Youth.
PUB DATE- 99
NOTE- 134p.; For a related document, see ED 424 376.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Advisory Committees; Comparative Analysis; Counseling Techniques; Curriculum; *Delivery Systems; *Education Work Relationship; Educational Administration; Educational Practices; Elementary Secondary Education; Enrollment; *Financial Support; Foreign Countries; Government School Relationship; *Job Training; Postsecondary Education; Preschool Education; Private Schools; *Program Administration; Public Schools; School Counseling; Secondary Education; Statistical Data; Student Evaluation; Tables (Data); Teacher Education; *Vocational Education
IDENTIFIERS- *European Union

This document, which is a supplement to an ongoing study on the structures of the education and initial training systems in the European Union, focuses on education and initial training in the following five countries: Estonia; Latvia; Lithuania; Slovenia; and Cyprus. The document consists of separate reports for each country. Each report is subdivided into sections devoted to topics such as the following: responsibilities and administration; preschool education; compulsory education; initial vocational education and training; postcompulsory secondary education; higher education; and adult education. The following are among the topics discussed within those sections: basis of the education system; changes in the 1990s; distribution of responsibilities; supervision, evaluation, and guidance; financing: advisory, consultative, and participatory bodies; private institutions; organization of schools; curriculum; assessment and guidance; teaching staff; admission requirements; fees and financial support for students; the

Washington, DC.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; College Graduates; Colleges; Education Work Relationship; *Educational Attainment; Educational Benefits; High Schools; Outcomes of Education; Part Time Employment; Part Time Students; Postsecondary Education; Reentry Students; Reentry Workers; *Stopouts; *Student Employment; *Wages

A study identified different educational and working paths that workers take, asked which paid off for long-term wage growth and career development, and tested whether educational pathways helped explain more of the variability in wage outcomes. It compared long-term wage growth for two cohorts of young white men: the original cohort that entered the labor force in the late 1960s at the end of the post-World War II economic boom and the recent cohort that entered in the early 1980s after the onset of economic restructuring. Long-term wage growth between the ages 16-36 declined and became significantly more unequal for the recent cohort. The rising demand for education and skill in the new labor market apparently benefitted only those with four-year college degrees. Rising inequality in wage growth was found in all education groups. Working while enrolled and interrupting and returning to school were the dominant pathways to educational attainment. A second set of analyses focused on the recent cohort. Multiple regressions showed educational pathways had a strong effect on long-term wage growth: working while enrolled had a positive impact and interrupted schooling had a negative one. Career choices about industry and occupation mattered. Taking an academic track in high school paid off for workers who get some college credit or enter occupations requiring cognitive skill. Applied and practical fields of study offered the most long-term wage growth to college graduates. (Appendixes contain 19 references and a permanent wage estimation model.) (YLB)

ED 436 643   CE 079 491

Bailey, Thomas; Gribovskaya, Alexandra
Reassessing a Decade of Reform. Workforce Development and the Changing Economy.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Development; *Education Work Relationship; Educational Change; *Educational Improvement; *Educational Philosophy; Educational Policy; International Education; *Outcomes of Education; Performance Factors; Secondary Education; *Vocational Education

Education reform in the 1980s and 1990s emerged from a preoccupation with productivity and economic performance. In the 1980s, the country's education system was blamed for slowing productivity growth and weakening international competitiveness. By the end of the 1990s, the economic context had changed dramatically; unemployment rates were at historical lows, stock prices remained high, and impressive developments associated with computers and the Internet seemed only to

Content; *Essays; High School Equivalency Programs; Learning Activities; Literacy Education; Units of Study; *Writing (Composition); Writing Improvement; *Writing Instruction; Writing Processes

This course is intended to teach students enrolled in an adult high school diploma program one method for composing a short (five-paragraph) essay that can be used in situations where writing is part of a qualifying test, such as the General Educational Development (GED) exam. The course also offers background information about the GED writing test and how it is scored. The course contains nine lessons, each of which consists of examples, information sheets, activities, and assignments. The following lessons are included: (1) "Writing to Qualify"; (2) "Being Sure #1: Of the Assignment"; (3) "Being Sure #2: Of Your Choices"; (4) "Looking Back for a Moment"; (5) "First Paragraph as the Starting Point"; (6) "Paragraphs Two, Three, and Four"; (7) "Ending the Essay"; (8) "Finishing Your Work"; and (9) "Some Highlights of the Process." (KC)

ED 436 663 CE 079 521

Imel, Susan
How Emancipatory Is Adult Learning? Myths and Realities No. 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning; *Adult Students; Cooperative Learning; Educational Benefits; *Educational Objectives; Educational Philosophy; Educational Practices; Independent Study; *Learning Processes; Literature Reviews; *Student Empowerment; Teacher Attitudes
IDENTIFIERS- Emancipatory Education; *Emancipatory Learning

The goal of emancipatory learning is to free learners from the forces that limit their options and control their lives and to move them to act for social and political change. Although emancipatory learning is commonly associated with adulthood, not all adult education fosters it, and not all adult educators align themselves with perspectives that lead to emancipatory learning. Fostering emancipatory learning may bring adult educators in conflict with some prevailing beliefs about adult education, including the educational philosophy of andragogy. Among the theories from which adult educators draw to develop pedagogical practices that foster emancipatory learning are critical theory, feminist pedagogy, and poststructuralist theories. Critical examinations of practices underlying emancipatory learning have revealed that they do not always have the desired effect and that relationships between and among adult educators and students are not straightforward. The term "empowerment" is another issue related to emancipatory learning. Although empowerment can occur as part of emancipatory learning, it does so within the context of social and political transformation. Because of emancipatory learning's emphasis on social change, some have proposed that it is a collective activity. However, evidence exists that individuals can and do engage in emancipatory learning. (Contains 16 references.) (MN)

ED 436 664 CE 079 522

PUB DATE- 99
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Citizen Role; *Communication Skills; *Decision Making; Educational Change; Educational Innovation; Family Literacy; Family Role; Field Tests; *Interpersonal Competence; *Lifelong Learning; Literacy Education; Partnerships in Education; Program Descriptions; Program Implementation; Staff Role; *Standards

This packet consists of materials related to Equipped for the Future (EFF), a national, customer-driven, grassroots, standards-based adult literacy system reform initiative of the National Institute for Literacy. "EFF Background Materials" compares the traditional and EFF views of what adults need to know and explains what EFF standards are designed to do. "Framework Pieces" provides maps for an adult's primary roles--citizen/community member, parent/family member, and worker--that highlight broad areas of responsibility and key activities for each area and a table of common activities to carry out the roles with related activities for each. "EFF Standards" contains the 16 standards, divided into communication, decision-making, interpersonal, and lifelong learning skills; common activities are listed for each standard. "Tools for Explaining EFF" describes quality EFF lessons and lists information sources and EFF partners. The premier issue of "The EFF Voice" includes reports on 12 states that have been participating in the EFF field development proce[illegible] 1998 and on many other programs and states that have b[illegible] incorporating EFF into adult education, family literacy, and welfare-to-work activities; an EFF overview that covers standards and content framework; and list of EFF resources. Overviews are provided for three programs that use EFF: Adult Learning Center, Atkinson, Maine; Adult Basic Literacy Education program, Canton, Ohio; and Project READ San Mateo of the San Mateo Public Library, California. (YLB)

ED 436 682 CE 079 563

Taylor, Mark; Batson, Larry; Carroll, Charles; Ipock, Dan; Leak, Lester; Onstott, Todd
Residential Wiring. Teacher Edition and Student Edition. Third Edition.
PUB DATE- 00
NOTE- 343p.; For a related document, see CE 079 564. References 1999 National Electrical Code.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Building Trades; Classroom Techniques; Construction (Process); Course Content; Electric Circuits; *Electrical Occupations; *Electrical Systems; *Electricians; *Electricity; Electronic Technicians; *Entry Workers; *Job Skills; Learning Activities; Postsecondary Education; Secondary Education; Teaching Methods; Test Items; Trade and Industrial Education; Transparencies; Units of Study

This revised curriculum guide for teachers and students is

secondary analysis of data from the National Treatment Improvement Evaluation Study (NTIES). It addresses the relationships between completion rates, lengths of stay, and treatment modality. It examines the effect of program-level factors on treatment retention. NTIES intake and treatment episode completion data for 3,117 clients across 61 service delivery units were used in the study. Data were organized into eight analysis cells defined by treatment modality and intended length of stay. Results show that, in general, shorter programs have higher treatment episode completion rates but longer programs retain clients for longer periods. Long-term residential programs exhibit higher treatment episode completion rates than long-term outpatient or correctional programs. The median length of stay for clients in long-term or correctional programs with intended lengths of treatment of 120 days or more were lower than in the 90-119 day programs, suggesting that setting the intended length of treatment at 120 days or more may be counterproductive with respect to retaining clients. Implications for research, policy, and practice are discussed. An appendix provides a description of the National Treatment Improvement Evaluation Study and Center for Substance Abuse Treatment Demonstrations (1990-1992). (Contains 12 tables and 24 references.) (MKA)

ED 436 701　　　　CG 029 697

Greenfield, Lawrence; Tang, Beth Archibald
Methadone Treatment: Overview and Bibliography.
SPONS. AGENCY- Substance Abuse and Mental Health Services
  Administration (DHHS/PHS), Rockville, MD. Center for Substance
  Abuse Treatment.
PUB DATE- 99
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
  (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Alcoholism;
  Bibliographies; Counseling; *Drug Abuse; Evaluation; Pregnancy;
  Resources
IDENTIFIERS- Criminal Justice; Dual Diagnosis; *Methadone

This overview focuses on methadone treatment. Briefly, it describes the clinical uses of methadone for substance abuse treatment, explores dosage guidelines, and discusses counseling components. This overview also reviews research data on the application of methadone treatment to special populations, such as pregnant women, polydrug users, and patients with HIV/AIDS or coexisting disorders. It also discusses and charts a number of representative outcome evaluation studies, which are frequently cited in the literature. Supporting bibliographies focus on the various topics mentioned above. The citations and references were obtained from database searches, personal communication with Dr. Herman Joseph, recommendations from the professional staff at Caliber Associates, and through backtracking references in articles. The "Other Resources" section highlights online documents and related Internet sites for further information. (Contains 62 references.) (MKA)

ED 436 702　　　　CG 029 698

Koenig, Lane; Denmead, Gabrielle; Nguyen, Robert; Harrison,
  Margaret; Harwood, Henrick
The Costs and Benefits of Substance Abuse Treatment: Findings
  from the National Treatment Improvement Evaluation Study

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 1; *High Risk Students; Primary Education; Program Effectiveness; *Reading Improvement; *Remedial Reading; *Tutorial Programs; *Tutors; Urban Education
IDENTIFIERS- *America Reads Challenge; National Service; New York City Board of Education

A study implemented and evaluated the Book Buddies model using National Service volunteers as tutors for high-risk first-grade students in a high-poverty urban setting. Using a design with a randomly assigned control group, results show that tutoring sessions produced clear effects. Children who received 40 Book Buddies lessons significantly surpassed students in the control group in letter identification, word reading in isolation, and accurate reading in context. Results contribute to understanding of the constraints and conditions of implementing effective volunteer tutoring in challenging circumstances; as well as underscoring the importance of key components for ensuring quality tutoring for the America Reads Challenge. Contains 18 references, and a table and a figure of data. (EF)

ED 436 722 CS 013 772

Taylor, Barbara M.; Anderson, Richard C.; Au, Kathryn H.; Raphael, Taffy E.
Discretion in the Translation of Reading Research to Policy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 31p.; See EJ 571 169 for the article by Barbara R. Foorman et. al.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Reading; Diffusion (Communication); Elementary Education; Low Income; Mass Media Effects; *Mass Media Use; *Policy Formation; Reading Achievement; *Reading Research; Research Reports; *Research Utilization

This paper argues that the standards for reporting and interpreting educational research should be raised. It suggests the need for a higher standard is urgent in fields such as beginning reading, in which public interest is intense, because findings can quickly become distorted or misinterpreted and enshrined through misinformed policy decisions. The paper argues that researchers investigating beginning reading should exercise extra caution to delimit findings from their own studies and should take special pains to shows how studies contribute to a larger picture of literacy development which policy makers and educational leaders, in turn, need to consider. The paper examines B.R. Foorman, D.J. Francis, J.M. Fletcher, C. Schatschneider, and P. Mehta's "The Role of Instruction in Learning to Read: Preventing Reading Failure in At-Risk Children" (1998), a recent, and uncommonly influential, reading methods study as an "example of research that has been overly promoted by the media and misused by some policy makers and educational leaders to support a simple solution to the complex problem of raising the literacy of young children in high poverty neighborhoods." Contains a figure and 93 references. (EF)

ED 436 723 CS 013 773

Taylor, Barbara M.; Pearson, P. David; Clark, Kathleen F.; Walpole, Sharon

Effectiveness; Primary Education; *Program Implementation; *Reading Difficulties; *Reading Instruction; Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Maine; *Reading Recovery Projects

Two articles are presented on the implementation of Reading Recovery in Maine. The first article, "Collaborative Efforts Can Make a Difference: The Development of Reading Recovery in Maine" articulates and shares the process which took place in Maine in the hope that it will assist interested stakeholders in other states in the implementation of Reading Recovery programs. The first article discusses a successful collaboration in the making and then presents suggestions for others. The second article, "Reading Recovery: An Unintended Vehicle for Change," describes how the implementation of Reading Recovery in the Bangor Public Schools provided the impetus for improvement and the vocabulary to establish core understandings among teachers. It discusses shifts in teacher beliefs and practices; shifts in evaluation procedures; and shifts in "average" levels of performance. (RS)

ED 436 743 CS 013 795

Assad, Sheila; Condon, Marjorie A.
Demonstrating the Cost Effectiveness of Reading Recovery: Because It Makes a Difference. An Example from One School District.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Cost Effectiveness; *Early Intervention; *Instructional Effectiveness; Primary Education; *Reading Difficulties; *Reading Instruction; Reading Research; *Student Needs
IDENTIFIERS- Fall River Public Schools MA; *Reading Recovery Projects

A study examined the cost effectiveness of Reading Recovery in the Fall River, Massachusetts Public Schools. Costs per pupil and total costs were calculated and compared to the cost of referring students for special education or Title I services had Reading Recovery services not been available. Results indicated a net savings of nearly $1.3 million over a two-school-year period. Findings demonstrating the cost effectiveness of Reading Recovery helped achieve change in the district's hiring policy and contributed to the passage of a state bill to help fund the training of Reading Recovery teachers. Contains 3 references and 5 tables of data. (RS)

ED 436 744 CS 013 796

Smith-Burke, M. Trika
Professional Development for Teacher Leaders: Promoting Program Ownership and Increased Success.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Administrator Role; Classroom Techniques; *Early Intervention; *Faculty Development; Instructional

systematically. It examines a portfolio-assessment project that views student work through three progressive lenses: warm, value free; cool, analytical; and hard, critical. The plot of the book traverses a 15-year period in California during which assessment drove instruction across the state, often in unexamined and contradictory ways, always in powerful ways. The book traces the ebb and flow of a variety of assessment philosophies located in living rooms, classrooms, principals' offices, district headquarters, and in downtown Sacramento (the state capital)--a variety of philosophies coming and going that left behind fixed, predictable histories of conflict in classrooms. Its story appears to have parallels in the recent history of schools all over the United States. Chapters in the book are: (1) "Washers, Dryers, and School Reformers"; (2) "The Portfolio-Assessment System as an Innovation at Charles Ruff"; (3) "Portfolios in Review"; (4) "The Seeds of Change in California, 1983-1994"; (5) "Ruff Unified School District"; (6) "Inside the Middle (School)"; (7) "Ruff Instruction"; (8) "Ruff Students and Their Portfolios"; and (9) "Conclusions and Implications." Contains an Epilogue, an Appendix giving the research method, and an extensive list of works cited. (NKA)

ED 436 766   CS 216 948

North Carolina Open-Ended Assessments: Elementary English Language Arts--Grade Four.
PUB DATE- 99
NOTE- 7p.; "Adapted from Hornsby, David; Sukarna, Deborah; and Parry, Jo-Ann A. (1986). 'Read On: A Conference Approach to Reading.' Melbourne, Australia: Nelson. 160-162."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; *Grade 4; Intermediate Grades; *Language Arts; *Student Evaluation; Test Wiseness; *Testing
IDENTIFIERS- National Assessment of Educational Progress; National Testing; *North Carolina; *Open Ended Questions

This brochure is intended to help teachers and parents prepare students for the North Carolina Open-Ended Assessments (in reading and mathematics) given at grades 4 and 8. The brochure states that teachers in grades 2-5 can use the information to prepare students for the open-ended assessments. This particular brochure focuses primarily on the reading portion of the assessment, which includes opportunities for students to read several passages and respond to questions across content areas. The brochure includes the following sections: "Background"; "Test Specifics"; "Reading General Rubric"; "Key Skills for Open-Ended Responses"; "Tips for Parents and Teachers"; "Test-Taking Tips for Students"; and "Questions for Critical Thinking and Response to Text." It notes that testing in grades 4 and 8 will allow North Carolina to align more with national testing as reflected in the National Assessment of Educational Progress (NAEP), so that the state can know how well its students are performing relative to other students across the nation. (NKA)

ED 436 767   CS 216 949

Mellor, Bronwyn
Reading Hamlet. The NCTE Chalkface Series.

Anderson, Charles M., Ed.; MacCurdy, Marian M., Ed.
Writing and Healing: Toward an Informed Practice. Refiguring English Studies.
PUB DATE- 00
NOTE- 486p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Bereavement; Death; Emotional Problems; *Grief; Higher Education; Journal Writing; Models; Revision (Written Composition); Secondary Education; Sexual Abuse; *Writing (Composition)
IDENTIFIERS- *Healing; Voice (Rhetoric)

This book presents 15 essays composed by and directed toward writing teachers and others who have experienced writing and healing in a variety of settings--from classrooms to substance-abuse treatment centers to AIDS support groups. Essays in the book provide not only descriptions of particular practices but also explorations of areas of theory that support the development of techniques in healing. After a preface, essays in the book are: (1) "Introduction" (Charles M. Anderson and Marian M. MacCurdy); (2) "Whose Voice Is It Anyway?" (Anne Ruggles Gere); (3) "Language and Literature as 'Equipment for Living': Revision as a Life Skill" (Tilly Warnock); (4) "Suture, Stigma, and the Pages That Heal" (Charles M. Anderson with Karen Holt and Patty McGady); (5) "Writing as Healing and the Rhetorical Tradition: Sorting Out Plato, Postmodernism, Writing Pedagogy, and Post-Traumatic Stress Disorder" (T. R. Johnson); (6) "A Strange Unaccountable Something: Historicizing Sexual Abuse Essays" (Michelle Payne); (7) "From Trauma to Writing: A Theoretical Model for Practical Use" (Marian M. MacCurdy); (8) "Healing and the Brain" (Alice G. Brand); (9) "Pathography and Enabling Myths: The Process of Healing" (Anne Hunsaker Hawkins); (10) "Language, Power, and Consciousness: A Writing Experiment at the University of Toronto" (Guy Allen); (11) "Writing about Suicide" (Jeffrey Berman and Jonathan Schiff); (12) "Teaching Emotional Literacy" (Jerome Bump); (13) "Writing through the Fear to Reframe Experience and Discover Values" (Regina Paxton Foehr); (14) "Voices from the Line: The Clothesline Project as Healing Text" (Laura Julier); (15) "'The More I Tell My Story': Writing as Healing in an HIV/AIDS Community" (Emily Nye); and (16) "Las Madres, Upstairs/Downstairs: From Soul Maps and Story Circles to Intertextual Collaboration" (Sandra Florence). (RS)

ED 436 789   CS 216 973

Parks, Stephen
Class Politics: The Movement for the Students' Right to Their Own Language. Refiguring English Studies.
PUB DATE- 00
NOTE- 368p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Historical Materials (060)
DESCRIPTORS- *Black Dialects; Elementary Secondary Education; Higher Education; *Language Usage; Political Influences;

ED 436 811 CS 510 195

Mottet, Timothy P.
Interactive Television Instructors' Perceptions of Students' Nonverbal Responsiveness and Their Influence on Distance Teaching.
PUB DATE- 99
NOTE- 47p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999). Submitted for publication in the Journal "Communication Education."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Distance Education; Higher Education; *Interactive Television; *Nonverbal Communication; Student Attitudes; *Teacher Attitudes

The objective of this study was to examine the relationships between interactive television instructors' perceptions of students' nonverbal responsiveness and the influence of these perceptions on distance teaching. The study yielded three general conclusions. First, interactive television instructors' perceptions of students' nonverbal responsiveness are positively related to their impressions of students, their perceptions of their teaching effectiveness and satisfaction, their perceptions of teacher-student interpersonal relationships, and their preference for teaching in the interactive television classroom as opposed to the face-to-face classroom. The second conclusion is that instructors' perceptions of students' nonverbal responsiveness and the various teaching process variables are significantly higher in the traditional face-to-face classroom than in the interactive television classroom. The third conclusion is that receiving both visual and audible nonverbal cues via two-way audio/video versus two-way audio/one-way video delivery systems increases positive perceptions of both students and the distance teaching process. Contains 34 references, and 10 tables and a figure of data. (Author/RS)

ED 436 812 CS 510 196

Grapsy, Ronald P., Jr.
Henry David Thoreau: American Transcendentalism and the Implications for Rhetoric in American Civic Education.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; Civics; *Democratic Values; Higher Education; *Rhetoric; *Social Values
IDENTIFIERS- *Thoreau (Henry David); Transcendentalism; Voice (Rhetoric)

The American Philosopher Henry David Thoreau provides modern students an important perspective on the state and operation of democratic institutions and society. Many critics of his philosophy cite the author's inability to live up to his articulated tenets as grounds to dismiss the exhortative writings as idealistic and implausible. This essay examines attitudes. It explores feminist issues in the classroom, on campuses, and in individual relationships. The volume is divided into four parts. Part 1, "Women-Centered Education," examines women's studies and looks at the benefits of attending a women's college. Part 2, "Restructuring the Classroom," then moves to a presentation of classroom dynamics and how they have been transformed by principals and strategies of feminist pedagogy. The examples used here describe actual classroom situations so as to suggest techniques that might readily be used. Part 3, "Transforming Math and Science," looks at classroom experiences that have provided the greatest challenges and that have yielded positive results. The fourth section, "Changing Individual Expectations," describes situations and programs in which students develop their own resources--whether in an advising relationship or in a more formal program. The last part, "Creating Healthy Environments," addresses lesbian, gay, and bisexual students, alcohol use, preventing dating violence, and low-income women. (Includes an index.) (RJM)

ED 436 831   EA 030 158

McLeish, Elizabeth A., Ed.; Phillips, David, Ed.
Processes of Transition in Education Systems. Oxford Studies in Comparative Education, Volume 8, Number 2.
PUB DATE- 98
NOTE- 102p.; For Volume 8 Number 1 in the Oxford Studies in Comparative Education series., see ED 423232.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Authoritarianism; Change Strategies; Comparative Analysis; *Democracy; *Educational Change; Elementary Secondary Education; Foreign Countries; *Systems Analysis; Systems Approach; Teacher Education
IDENTIFIERS- East Germany; Latvia; South Africa

This book examines the educational phases experienced by countries moving from authoritarian styles of government to various forms of liberal democracy. It focuses on Latvia, South Africa, and the former German Democratic Republic so as to identify commonalities in diverse systems. The essays employ a model that depends not on a regular linear progression, but on variable movement from one condition to another. The text defines "educational transition" as a complex change that is clearly related to the broader political arena. The second chapter focuses on the course of educational transition in South Africa following the collapse of apartheid and on the development of policy formation with respect to South African schools. The chapter on Latvia examines the impact that the collapse of communism had on the education system and how the Latvian experience, like that of South Africa and the German Democratic Republic, fits a proposed model. Three chapters on the former East Germany concentrate on that country's experience with respect to the educational transition following the collapse of communism and unification with West Germany. The chapters also describe the challenges in teacher education, and include a discussion of the comprehensive school in the new Federal Republic of Germany. (RJM)

ED 436 832   EA 030 159

Beresford-Hill, Paul, Ed.
Education and Privatisation in Eastern Europe and the Baltic Republics. Oxford Studies in Comparative Education. Volume 7,

DESCRIPTORS- Academic Achievement; Case Studies; Change Strategies; Educational Change; Educational Cooperation; Educational Environment; *Educational Improvement; Educational Technology; Instructional Leadership; Middle Schools; Models; *School Restructuring

IDENTIFIERS- *Transforming Learning Communities OH

This book is part of a series of case studies that demonstrate better ways to educate Ohio's students. The case study is part of the Transforming Learning Communities (TLC) Project, designed to support significant school-reform efforts among Ohio's elementary, middle, and high schools. This report describes the implementation of an innovative program at a middle school in eastern Ohio. The case-study team consisted of three school staff members and three college professors; data sources consisted of interviews, focus groups, teacher journals, surveys, and classroom observations. The text presents the history of the school and its situation in the community. It focuses on collaborative efforts, emphasizing the conversations taking place among teachers, students, the principal, and the community and describes the efforts to build collaborative structures within and outside the school. It also looks at the principal's role in developing collaboration and change. The book examines the role of inquiry at the school, especially as it relates to venture-capital assessment and professional development, and promotes the need to reflect on processes during periods of change. The report explores the reaction to innovation and the forces that have institutionalized the change process. The last chapter reflects on the changes and the future. The appendix describes the project methodology. (Contains 15 references.) (RJM)

ED 436 851   EA 030 181

Peck, Jacqueline K.

Different Routes in Similar Directions: The Case Study of Cranwood Learning Academy. Transforming Learning Communities.

PUB DATE- 99

NOTE- 77p.; Prepared in cooperation with Timothy Harry, Cheryl Trebec, and Beverley Veccia. For other case studies from the Transforming Learning Communities Project, see EA 030 169-181.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Case Studies; Change Strategies; *Educational Change; Educational Environment; Educational Improvement; Educational Philosophy; Elementary Education; Models; School Community Relationship; *School Restructuring

IDENTIFIERS- Cleveland Public Schools OH; *Transforming Learning Communities OH

This book is part of a series of case studies that demonstrate better ways to educate Ohio's students. The case study is part of the Transforming Learning Communities (TLC) Project, designed to support significant school-reform efforts among Ohio's elementary, middle, and high schools. This report discusses an innovative program at an elementary school in Cleveland, Ohio. The case study is presented as a vignette that describes the change process and the forces that sustained this process. It provides a history of the school and outlines a typical day. The text focuses on the leaders in the reform efforts and discusses the context of student learning and the influence of multiple intelligence theory, multi-age classroom structures, and community-service learning programming on suggested training activities and exercises, background information for the trainer, and handouts and transparencies. (CR)

ED 436 871 EC 307 544

Pickett, Anna Lou; Faison, Karen; Formanek, John; Woods, James
A Core Curriculum & Training Program To Prepare Paraeducators To Work in Transitional Services and Supported Employment Programs. Second Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 99
NOTE- 241p.; See ED 366 140 for the first edition of this guide.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Communication Skills; *Competency Based Education; *Disabilities; Diversity (Student); Education Work Relationship; Family Involvement; *Paraprofessional School Personnel; Safety; Secondary Education; Staff Role; Student Rights; *Supported Employment; *Teaching Methods; Team Training; Training; *Transitional Programs; Vocational Education

These instructional materials are designed to improve the performance of paraeducators working in transitional services and supported employment for teenagers and young adults with disabilities. The competency-based program helps participants to learn skills they can apply immediately, to accept new practices, and to increase their understanding of education issues. The modules cover: (1) strengthening the instructional team, roles of paraeducators working in transitional and vocational services, and communication and problem solving; (2) human and legal rights of children with disabilities and their families; (3) principles of human development and factors that may impede typical human development; (4) the instructional process (individualized education and transition plans, assessment, data collection, goals and objectives, instructional interventions, and instructional methods for facilitating transition); (5) working with families; (6) appreciating diversity; and (7) emergency, health, and safety procedures. The format for the instructional modules includes: instructional objectives, equipment and resources required, suggested training activities and exercises, background information for the trainer, and handouts and transparencies. Training procedures involve small group discussions, brainstorming, problem solving, case studies, and role plays. (References accompany each module.) (CR)

ED 436 872 EC 307 545

Moshoyannis, Thalia; Pickett, Anna Lou; Granick, Len
The Evolving Roles and Education/Training Needs of Teacher and Paraprofessional Teams in New York City Public Schools: Results of Survey and Focus Group Research.
PUB DATE- 99
NOTE- 75p.; "Funded by the CUNY Workforce Development Initiative."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Knowledge Level; *Paraprofessional School Personnel; Public Schools; Research Methodology; Staff Development; Staff Role; Supervision; *Supervisory Training; Surveys; Teacher Education;

ED 436 890 EC 307 563

Cultural and Linguistic Diversity and IDEA: An Evaluation Resource Guide.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cultural Awareness; *Cultural Differences; Delivery Systems; *Disabilities; Diversity (Student); Educational Legislation; Elementary Secondary Education; *Eligibility; English (Second Language); *Evaluation Methods; Federal Legislation; *Limited English Speaking; Minority Group Children; Questionnaires; Referral; Services; Special Education; Student Development; *Student Evaluation
IDENTIFIERS- *Individuals with Disabilities Education Act

This guide provides introductory information on developmental and cultural issues that may affect evaluation of culturally and linguistically diverse children for special education services under the Individuals with Disabilities Education Act (IDEA). Although much of the information in this document may be useful for determining instruction and strategies, the primary focus is on helping teams determine a student's eligibility for special education services. It begins by reviewing developmental and cultural issues that may affect a student. Then, relevant IDEA requirements are discussed, including requirements for administering tests in the native language of the child unless it is clearly not feasible to do and providing notices and evaluation reports in the parents' native language. The next section discusses referral for evaluation for infants and toddlers and for school-age children. Language considerations, cultural considerations, instructional considerations, and developmental considerations are highlighted. The last major section deals with evaluation considerations. Each section lists references and additional resources that might be useful. The guide also includes a list of state and national resources in the area of teaching English as a second language (ESL), including interpreters and translators, and a glossary of associated terms. Appendices include an ESL screening interview checklist and a home language survey. (CR)

ED 436 891 EC 307 564

First Steps--Transitions to Early Childhood Special Education. A Helpful Guide for Parents. Revised January 1999.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Eligibility; *Individualized Education Programs; *Parent Rights; Preschool Education; Resources; *Special Education; Student Evaluation; *Student Placement; Transitional Programs
IDENTIFIERS- Individuals with Disabilities Education Act; Missouri

This handbook for Missouri parents of young children with

Lashaway-Bokina). (Individual papers contain references.) (DB)

ED 436 909   EC 307 583

Gubbins, E. Jean, Ed.; Siegle, Del, Ed.
The National Research Center on the Gifted and Talented (NRC/GT) Newsletter, 1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *Gifted; Gifted Disabled; Independent Study; National Surveys; Parent Student Relationship; Professional Development; Program Evaluation; *Research and Development; *Student Development; *Talent; Theory Practice Relationship

These two newsletters of The National Research Center on the Gifted and Talented (NRC/GT) present articles concerned with research on the education of gifted and talented students. The articles are: "NRC/GT's Suggestions: Evaluating Your Programs and Services" (E. Jean Gubbins); "Professional Development Practices in Gifted Education: Results of a National Survey" (Karen L. Westberg and others); "Preaching to the Choir: TV Advisory Ratings and Gifted Children" (Robert Abelman); "Gifted and Learning Disabled: Twice Exceptional Students" (Dawn Beckley); "Differentiation: Definition and Description for Gifted and Talented" (Susan T. Dinnocenti); "Underachieving Gifted Students: A Mother's Perspective" (Pamela Hunter-Braden); "An Independent Study Model for Secondary Students" (Del Siegle); "Evolution of NRC/GT Products: Resource Toolkits" (E. Jean Gubbins); "I Learn, Therefore I Am: Descartes Ideology in Cyberage" (Siamak Vahidi); "Distinguishing Myths from Realities: NRC/GT Research" (Marcia Gentry and Karen Kettle); and "Academic Decathlon and Secondary Students" (Carol L. Tieso). (Each article contains references.) (DB)

ED 436 910   EC 307 584

Gubbins, E. Jean, Ed.; Siegle, Del, Ed.
The National Research Center on the Gifted and Talented (NRC/GT) Newsletter, 1999.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *Gifted; *Research and Development; Sex Differences; Student Development; Summer Programs; *Talent; *Teaching Methods; *Theory Practice Relationship

These two newsletters of The National Research Center on the Gifted and Talented (NRC/GT) present articles concerned with research on the education of gifted and talented students. The articles include: "NRC/GT: Making Decisions and Determining Next Steps" (E. Jean Gubbins); "Free Summer Programs for Talented Teens" (D. Betsy McCoach); "High End Learning in the Diverse Middle School: Investigating the Possibilities" (Catherine Brighton and Holly Hertberg); "Gender Issues in Gifted Education" (Lynn Rose); "NRC/GT through the Year 2000"

A report statistically examines the problem of deferred maintenance in U.S. public schools, including the repair funding required to comply with federal mandates in the next 3 years; federal, state, and local contributions by state in 1991-92; the estimated percentage of schools needing repairs listed by state; and the changes in apportionment of state budgets from 1987 to 1994. Public school maintenance funding trends and options are discussed, including lease financing and privatization. The report reveals that decades of deferred maintenance, combined with rising anti-tax sentiments and an aging population, have created a $112 billion national problem that threatens the opportunities of youth and the future competitiveness of the United States. A model for passing a bond issue as illustrated through the Coalition for Adequate School Housing (Sacramento, California) is examined. (GR)

ED 436 932 EF 005 484

Weinstock, Ruth
The Graying of the Campus. A Report from EFL.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 78
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Opportunities; Higher Education; Lifelong Learning; *Nontraditional Students; *Older Adults; School Administration; *Student Needs; *Student School Relationship

This report, in response to the new enrollment trend of older persons entering the nation's institutions of higher education, examines the ways colleges and universities can meet the needs of this new student population. Discussed are the facility, attitudinal, programmatic, curricular, financial, and managerial considerations that could constitute barriers or be out of harmony with the needs of these older students or discourage their enrollment into higher education. The demographics and new observations about the older population that are shattering old myths about aging are discussed, as are ideas on how to open campuses up to an older student population, including examples from colleges that have successfully accommodated these new students. Administrative and environmental areas that can impact the older student are addressed such as counseling services, curricular content and structure, registration issues and specific environmental considerations, including transportation needs and classroom conditions. The report concludes with comments on faculty, administrative, and support services costs and paying for these services when serving an older student population. (Contains 46 references.) (GR)

ED 436 933 EF 005 525

Asset Management Plan: 1998-2003.
PUB DATE- 98
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

an instructional guide for using "The Incredible Journey of Lewis and Clark" by Rhonda Blumberg in an English-as-a-Second-Language curriculum, including an outline of course goals and objectives and attached lesson plans. Various language assessment tools are found in the appendices, including the Washington State Essential Academic Learning Requirements criteria, writing criteria, basic speaking rubrics, a discussion of minimal marking techniques, a presentation guide, and a multi-trait chart. Contains 62 references. (KFT)

ED 436 956 FL 026 068

Meskill, Carla; Mossop, Jonathan; Bates, Richard
Electronic Text and English as a Second Language Environments. CELA Research Report.
SPONS. AGENCY- National Library of Education (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; *English (Second Language); Instructional Innovation; Literacy; Multimedia Materials; Second Language Instruction; Second Language Learning; *Teaching Methods; Telecommunications

This report investigates how technologies such as computers, multimedia, and telecommunications can be effective tools for English-as-a-Second-Language (ESL) instruction. Both ESL and non-ESL teachers are coming to view these technologies as a means by which ESL learners who cannot otherwise participate in class activities can be actively involved in language and literacy practice. A recent survey indicates that ESL teachers are effectively using software designed for native speakers of English--software that is academic, is content-rich and, when their use is coordinated with mainstream academic content, helps to support the interplay of linguistic and conceptual development. This report discusses the unique features of electronic texts, provides analysis of learner interactions with them, and discusses the implications for second language and literacy development. Examples are drawn from extended observations of two exemplary ESL classrooms (one elementary, one middle school). Carefully crafted teacher use of electronic texts demonstrates the real and potential roles of this medium, for computers break down and obsolesce and can sometimes be too cumbersome to deal with, reaffirming the primacy of the human dimension of instruction. Overall, this report surveys and documents the very innovative use of cutting edge information and communications technologies in ESL education. (Contains 47 references.) (Author/KFT)

ED 436 957 FL 026 069

Buxton, Cory A.
The Emergence of a Language of Instruction for Successful Model-Based Elementary Science Learning: Lessons from a Bilingual Classroom.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (28th, Denver, CO, January 26-30, 1999).

ED 436 976   FL 026 100

Curry, Mary Jane
Critical Thinking: Origins, Applications, and Limitations for Postsecondary Students of English as a Second Language.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Theory; *Critical Thinking; *Definitions; *English (Second Language); Higher Education; Second Language Instruction; Second Language Learning; *Teaching Methods; Thinking Skills

Acting as a sliding signifier, the term "critical thinking" has been bandied about for years now by educators who often ascribe widely varying meanings to it. Researchers and writers mainly stress the "thinking" half of the phrase, often leaving unexamined what it means to be "critical." Those in the fields of critical pedagogy and critical literacy focus on the "critical" part of the phrase. "Critical" has become a trendy buzzword, and has been inappropriately appended to English-as-a-Second-Language (ESL) texts, particularly writing textbooks, again with widely varying meanings and motivations. This paper explores the similarities, overlaps, and differences in the multiple meanings of critical thinking, looking at the origins of the field, its uses in the educational enterprise, its limitations, including cultural and feminist critiques, and issues that arise in including critical thinking in curricula for postsecondary ESL students. A definition of critical thinking is proposed for ESL students that attempts to account for these discrepancies, limitations, and constitutive tensions. It is concluded that the critical part of critical thinking should be emphasized when critical means being able to distinguish among alternatives, to make judgments about issues and problems under consideration, and to consider the implications of arguments of direct concern to students' future and current lives. (Contains approximately 69 references). (Author/KFT)

ED 436 977   FL 026 101

Japanese Language and Culture 10-20-30: Guide to Implementation.
SPONS. AGENCY- Japan Foundation Japanese Language Inst., Urawa.
PUB DATE- 99
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiolingual Methods; Communicative Competence (Languages); Foreign Countries; Grammar; *Instructional Innovation; Instructional Materials; Interdisciplinary Approach; *Japanese; *Japanese Culture; Learning Modules; Lesson Plans; Program Design; Program Development; Second Language Instruction; Second Language Learning; Secondary Education; Student Needs; *Teaching Methods

"Obtaining Information About Immediate Reactions during the Learning Experience"; (5) "Obtaining Information About Learning Outcomes"; (6) "Obtaining Information About Student Reactions after the Experience"; (7) "Identifying Topics that Merit Further Evaluative Enquiry"; (8) "Formative Evaluation of Assessment"; and (9) "Action Research and Its Impact on Student Learning." (JM)

ED 436 998 HE 032 618

Brown, Sally, Ed.; Race, Phil, Ed.; Bull, Joanna, Ed.
Computer-Assisted Assessment in Higher Education. Staff and Educational Development Series.
PUB DATE- 99
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Computer Assisted Instruction; *Computer Assisted Testing; *Computer Uses in Education; *Evaluation Methods; Foreign Countries; Higher Education; *Student Evaluation; Test Construction; Tutoring

This book profiles how computer-assisted assessment can help both staff and students by drawing on the experience and expertise of practitioners, in the United Kingdom and internationally, who are already using computer-assisted assessment. The publication is organized into three main sections--"Pragmatics and Practicalities of CAA," "Using CAA for Formative Assessment," and "Learning from Experience"--and contains the following 19 chapters: (1) "Pragmatic issues when integrating technology into the assessment of students" (Jen Harvey and Nora Mogey); (2) "Technical and security issues" (Dave Whittington); (3) "Effective question design" (Norma Pritchett); (4) "Automated online tutorials: new formats for assessment on the WWW" (Alan J. Cann and Ellen L. Pawley); (5) "Computer anxiety in students: should computer-based assessment be used at all?" (Mark Brosnan); (6) "Validating formative and summative assessment" (Malcolm Perkin); (7) "Open-access randomly generated tests: assessment to drive learning" (M. Thelwall); (8) "Automatic test generation from a database" (J.H. Sims Williams, J. Maher, D. Spencer, M.D.J. Barry, and E. Board); (9) "Issues and impacts of using computer-based assessments (CBAs) for formative assessment" (Dan Charman); (10) "Computer-assisted peer review" (Jennifer M. Robinson); (11) "Increasing learner responsibility and support with the aid of adaptive formative assessment using QM designer software" (Christine Steven and Ian Hesketh); (12) "Computer managed learning as an aid to formative assessment in higher education" (Leith Sly and Leonie J. Rennie); (13) "Optical mark reading (OMR) as CAA: experiences at Loughborough University" (Myles Danson); (14) "The computer-assisted assessment of practical IT skills" (R.D. Dowsing); (15) "Assessment in a cognitive apprenticeship-based learning environment: potential and pitfalls" (A. Patel, D. Russell and Kinshuk); (16) "Online assessment: creating communities and opportunities" (Meg O'Reilly and Chris Morgan); (17) "Delivering automated innovative assessment in a varied curriculum" (Roy Seden); (18) "A structured approach to mass implementation of computer-based assessment (CBA)" (Stan Zakrzewski); (19) "Student perceptions of the learning benefits of computer-assisted assessment: a case study in electronic engineering" (Kay Sambell, Alistair Sambell, and Graham Sexton). (JM)

ED 436 999 HE 032 619

PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Curriculum Development; Educational Planning; Educational Resources; *Educational Technology; Elementary Secondary Education; Evaluation; Models; Program Development; Program Implementation; Training
IDENTIFIERS- Access to Computers; *Technology Implementation; Technology Integration

A model is presented for the implementation of instructional technology into schools. After a brief definition of instructional technology, its advantages and disadvantages are outlined and factors that contribute to the failure or success of an instructional technology program are highlighted. Each of the following components of the model are then described in detail as they relate to integrating technology into an educational system: planning, support, training, access, resources, monitoring and evaluation. A diagram of the model is presented to illustrate the relationship the components to each other. (Author/AEF)

ED 437 019 IR 019 825

Lien, Hsi Nancy; Jeng, Ifeng; Yin, L. Roger
The Paradox of the World Wide Web in Education: An Investigation of the Links between Power, Knowledge, and Human Interest of Inquiry.
PUB DATE- 98
NOTE- 23p.; Paper presented at the annual meeting of the American Educational Research Association (San Diego, CA, April, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Computer Assisted Instruction; *Computer Uses in Education; Educational Philosophy; Educational Technology; Educational Theories; Elementary Secondary Education; Equal Education; Instructional Effectiveness; *World Wide Web
IDENTIFIERS- Technology Role

In the current education literature, the World Wide Web, a subset of the Internet, has an image of freedom and liberation based on its capacity to transcend the conventional notions of time and space and its potential to offer unlimited educational opportunities. This paper suggests that the use of the Web in education tends to reproduce preexisting structures of power and knowledge. Reading the meanings that the Web brings into education through the philosophical lenses of postmodernism, poststructuralism, and critical theory, the paper contends that use of the Web in public schools in the United States embodies a paradox. On the one hand, the computerization of knowledge seems to provide the postmodern societies with an opportunity for liberation by providing an equal, free and open environment for exchanging diverse choices and voices, symbolizing human emancipatory cognitive interest. On the other hand, the pleasure of gaining information may create a smoke screen that hides social injustice through its redistribution of knowledge and its lack of equal opportunity through equal access. The paradox can be understood as a dilemma of human interest pursuing liberation only to be further alienated. (Author/AEF)

Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 144p.; This catalog is updated and published annually.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Catalogs; Directories; *Educational Resources; *Information Sources; Instructional Materials; Publications; Reading Materials; Reference Materials
IDENTIFIERS- *ERIC Clearinghouses; ERIC Digests; Monographs

This "Catalog of ERIC Clearinghouse Publications" highlights more than 1,200 education publications prepared by the Educational Resources Information Center (ERIC) system and currently available in original copies from them. The titles are arranged by ERIC component and cover a broad range of subject areas in education. The major ERIC publication types include: parent brochures; directories and resource guides; ERIC Digests; ERIC Monographs/Reports; and searches and annotated bibliographies. The Catalog provides ordering information and prices and includes a subject index to help locate publications in specific areas of interest. The subject index also lists appropriate ERIC Clearinghouse or support component to order publications. A list of addresses, telephone numbers and Internet addresses for specific Clearinghouses is provided. (AEF)

ED 437 040   IR 057 489

Five-Year Plan: Library Services and Technology Act.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Federal Aid; Grants; Library Development; Library Funding; *Library Planning; Library Services; Program Development; *State Libraries; *State Programs; Strategic Planning
IDENTIFIERS- *Connecticut; *Library Services and Technology Act 1996

To participate in the state grant program of the federal Library Services and Technology Act (LSTA), Connecticut is required to prepare a Five-Year State Plan. This plan establishes goals and objectives for the State consistent with the purposes of LSTA, describes the activities that will meet those goals and describes the procedures that have and will be used to involve libraries and users throughout the state. It also presents the procedures the State Library will use to administer the program and evaluate the success of Connecticut's LSTA activities. Followed by an introduction, objectives and activities are described for the following LSTA goals: (1) Provide the citizens of Connecticut access to information and education resources through a statewide library network; (2) Ensure all children in Connecticut have access to quality library services; (3) Improve the ability of library personnel, trustees and related groups to provide excellent library service to the citizens of Connecticut; (4) Enhance access to library services for individuals having difficulty using the library; and (5) Improve access to quality library materials, services or programs for populations in economically distressed

Hughes, Sandra
The Impact of Whole Language on Four Elementary School Libraries: Results from a Comparative Case Study.
PUB DATE- 99
NOTE- 13p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Change Agents; Comparative Analysis; Educational Change; Educational Philosophy; Elementary Education; Higher Education; *Instructional Development; Interviews; Learning Resources Centers; Librarian Attitudes; Librarian Teacher Cooperation; Librarians; Library Education; *Library Instruction; *Library Role; *Library Services; Program Implementation; *School Libraries; *Whole Language Approach
IDENTIFIERS- Virginia

This paper reports the findings of a comparative case study designed to describe how the implementation of whole language, an educational philosophy influencing many of today's elementary schools, evolved in four school libraries in Virginia. The study examined the impact of whole language in terms of its effect on the library program and the librarian. The study also sought to understand the change agent role each librarian played during implementation of the philosophy. Specifically, the following questions were addressed: (1) What changes occurred in the knowledge, perceptions, practices, and beliefs of the librarians? (2) What changes did the librarians make in the library programs as a result of whole language? (3) What roles did the school librarians play during the implementation of whole language? and (4) How did the librarians feel about the whole language philosophy and its impact on the library program? Data collection techniques included participant observation; interviews with librarians, principals, and teachers; and examination of relevant documents. Findings indicated that the level of success each librarian experienced varied and was dependent on the culture of the school, principal support, the librarian's knowledge and interpersonal skills, the librarian's reaction to district level changes, and time. Recommendations are provided for practicing school librarians and library school educators. (Contains 31 references.) (Author/MES)

ED 437 060 IR 057 596

Fitzgibbons, Shirley A.; Tilley, Carol L.
Images of Poverty in Contemporary Realistic Fiction for Youth: Preliminary Results of a Content Analysis Using a Social Psychological Conceptual Framework.
PUB DATE- 99
NOTE- 15p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; *Characterization;

programs and the percent tested and passed for 1995-98. Passing percentages in 1998 range from 23% in Court Reporting to 100% in Fire Protection (Aircraft Rescue). Table 2 offers results by program and institution. For each program, the report lists all colleges where the program was offered and the percent tested/passed for each college from 1995-98. Appendix A provides explanatory notes for the tables, and Appendix B gives profiles of licensure examinations. (RDG)

ED 437 079 JC 000 039

Brozik, Doris
An Investigation in Adult Educational Learning To Determine if Simulations Enhance Communications Skills.
PUB DATE- 99
NOTE- 84p.; Master of Science Thesis, Marshall University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Education; *Adult Learning; *Communication Skills; Community Colleges; Context Effect; Educational Games; Employment Opportunities; Higher Education; *Learning Strategies; Oral Communication Method; Simulated Environment; *Simulation; Student Development; *Teaching Methods; Universities; Verbal Ability; Verbal Communication

The purpose of this research effort was to introduce the use of simulations in adult learning situations to enhance communication skills in a creative, effective, and enjoyable manner. Adult educators in academic settings or in business and industry training can use simulations not only to teach a concept but also to improve communication skills at the same time. This paper presents a communications experiment that is a teaching tool, and can be used to make learning communications skills more enjoyable for the participants and thus more effective. If simulations can be used to teach communications skills, they can provide an additional tool for teaching students skills that can enhance their employment possibilities by making them aware of their own speaking and listening skills. The author finds that simulation was an effective tool for participants of this study. It provided a means for students to get to know each other and work together in an interactive environment as well as to identify their personal communications skills and skills that need improvement. This study further indicated that the effectiveness of simulations could be enhanced by tailoring them for specific courses and groups of students. Appended in this report are debriefing topics for discussion, a participant survey, and instructor questions. (Contains 34 references.) (VWC)

ED 437 080 JC 000 040

Ediger, Marlow
The Student and the Community College Curriculum.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Aptitude; *Cognitive Development; *Cognitive Processes; Cognitive Restructuring; *Community Colleges; Evaluative Thinking; Learning Strategies; Metacognition; Problem Solving; *Two Year College Students; Two Year Colleges

Robles, Harriett J.
The Learning College--An Oxymoron?
PUB DATE- 99
NOTE- 18p.; Presented at Community College League of California Conference (Burlingame, CA, November 20, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; College Faculty; *Community Colleges; Educational Change; *Educational Objectives; *Human Resources; *Institutional Mission; Learning; *Outcome Based Education; *Staff Development; Two Year Colleges
IDENTIFIERS- *California Community Colleges

One of the current trends in California community colleges is an increased emphasis on learning. This study focuses on personnel at colleges that have embraced the goal of becoming learning-centered institutions and poses the question: How are faculty, staff, and administrators prepared to achieve this goal? The study included a review of the mission statements and human resource development plans of 106 colleges, six of which were selected for qualitative case studies. Forty interviews were conducted with college personnel. Questions included: (1) How has the college defined the concept or goal of a learning college? (2) What activities has the college undertaken to achieve this goal? (3) What are the skills faculty and staff need to reach this goal? (4) What activities have been provided to prepare personnel to be members of a learning college? Major findings include: (1) colleges believe that the principal goal is success in student learning; (2) colleges appear to be shifting from the instructional to the learning paradigm; (3) colleges are excellent incubators for personal mastery; (4) colleges are well positioned to develop learning organization skills; and (5) lack of mechanisms to provide reinforcing feedback is the weakest link for colleges attempting to become more learning-centered. The author makes eight recommendations for becoming a learning-centered college. (Contains 31 references.) (RDG)

ED 437 101 JC 000 061

Houston Community College System Institutional Effectiveness Report, 1997-98.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Outcomes Assessment; *Community Colleges; Educational Assessment; Educational Change; Educational Development; *Educational Improvement; Educational Quality; *Institutional Evaluation; *Institutional Mission; Institutional Role; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Houston Community College System TX

The purpose of this report is to "close the loop" by providing feedback to the administration and Board regarding Houston Community College System's (HCCS) institutional effectiveness efforts for the fiscal year 1997-98. Part 1 is a status report on the institution's progress toward accomplishing its eight strategic goals as outlined in "Vision for the Future." Progress has been made on all eight goals. Most significant is the work that has been done to ensure responsive curricula and to demonstrate continuous improvement. Part 2 is a status

ED 437 120 JC 980 310

Altano, Brian
Language Minority Crossover Students: A Program To Address a New Challenge at Bergen Community College.
PUB DATE- 98
NOTE- 18p.; In its: "Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University"; see JC 980 309.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Basic Skills; Community Colleges; *Curriculum Development; English Curriculum; *English Instruction; *English (Second Language); Limited English Speaking; *Minority Groups; Non English Speaking; Organizational Objectives; Outcomes of Education; Program Development; Program Implementation; Student Characteristics; Tutoring; Two Year Colleges
IDENTIFIERS- *Bergen Community College NJ

In response to the conflicting needs of English as a Second Language (ESL) students in English Basic Skills (EBS) courses at Bergen Community College, a project has been proposed to provide a more comprehensive program. The plan of operation is divided into five components: (1) identification, testing, and placement; (2) orientation and dissemination of information; (3) supplemental instructional support; (4) course development and customization, including the use of the Internet; and (5) tracking student progress and measuring the satisfaction of project objectives. A faculty member would identify crossover students, or ESL students who have attended American high schools and are placed in EBS courses but still present ESL-type problems. The testing process will be revised to include the Levels of English Proficiency Test, which will help discriminate between Basic Skills and ESL placement. Written information will be translated into target languages, with an orientation program designed to introduce the ESL program to language minority students. Language skills assessment, a customized study plan, and tutoring are also integral aspects of the project. Finally, the curriculum would be evaluated and adjusted, and student success would be tracked to ascertain whether objectives have been met. (YKH)

ED 437 121 JC 980 311

Box, Lynda L.
Retention Strategies for Women in the Physical Sciences at Bergen Community College.
PUB DATE- 98
NOTE- 16p.; In its: "Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University"; see JC 980 309.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Careers; Community Colleges; Curriculum Development; Employed Women; Females; Majors (Students); Mentors; *Physical Sciences; *School Holding Power; *Sex Bias; Sex Differences; *Sex Discrimination; Sex Stereotypes; Teaching Methods; Tutoring; Two Year Colleges; Women Faculty; *Womens Education
IDENTIFIERS- *Bergen Community College NJ

academic year; courses; assessment and qualifications; and specific legislative frameworks. All five reports include numerous tables of statistical data on topics such as numbers of students and teachers, student-teacher ratios in public and private institutions, and the subjects and types of lessons taught in the different grade levels and institutions. (Contains 49 tables/figures.) (MN)

ED 436 625 CE 079 365

Longwe, Sara; Mate, Rekopantswe; Dworzak, Juliette; Wafula, Elizabeth; Pandy, Fatima
A Gender Analysis of Adult Learning = La Place des Femmes dans l'Apprentissage a l'Age Adulte.
SPONS. AGENCY- Norwegian Agency for Development Aid, Oslo.
PUB DATE- 99
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Change Strategies; Comparative Analysis; *Educational Change; Educational Needs; Educational Research; Elementary Secondary Education; Foreign Countries; *Gender Issues; International Studies; Needs Assessment; Nongovernmental Organizations; Postsecondary Education; Regional Planning; *Sex Differences; Sex Role; *Womens Education; Workshops
IDENTIFIERS- *Africa; International Council for Adult Education

The International Council for Adult Education (ICAE) was founded in 1973 to strengthen the work of nongovernmental organizations and adult educators in advancing adult education throughout the world. In 1995, the ICAE engaged in a strategic planning process that resulted in the formation of the Gender Education Office (GEO). The GEO was charged with the responsibility of developing a set of core indicators to measure governments' political will in relation to implementing programs to improve the adult educational opportunities available to women and outcomes achieved by women in adult education programs. Those indicators were used to study the situation of women in Kenya, South Africa, Zambia, and Zimbabwe. The separate studies conducted in each country revealed a number of challenges faced by women throughout Africa, including the following: continuing underdevelopment; high rates of illiteracy; lack of access to education and training; increasing inequality because of religious and cultural traditions and a global rise in fundamentalism; and lack of women in leadership to articulate women's interests. Strategies recommended for improving the situation of African women included broadening the scope of adult education to adult learning and linking local, regional, and global strategies to improve women's access to adult education. (Contains 10 tables.) (MN)

ED 436 626 CE 079 366

Singh, Madhu, Ed.
Poverty Alleviation, Work and Adult Learning. Report of the UIE Round Table Held during the International Congress on Vocational Education and Training (2nd, Seoul, Korea, April 26-30, 1999). UIE Working Paper.
PUB DATE- 99
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal

scratch the surface of the potential in that sector. Still, in education, the United States is implementing a reform agenda that was developed in one economic context and, according to its advocates, was designed to solve a particular set of economic problems. The changing international comparisons during this period have a negative influence on those aspects of the education reform agenda that were most closely tied to employers and the workplace--employer participation, work-based learning, and systems of specifically focused skill standards. There is little evidence to evaluate the relationship between education and economic performance after 20 years of education reform explicitly designed to improve that performance. Although research suggests that more education improves national economic growth and increases economic performance, exactly which skills are most important and how they should be taught is not apparent. New research should be aimed at specific workplaces and classrooms and at the determinants of individual career progression in order to develop an understanding of the education and skill needs of the economy. (Contains 47 references.) (KC)

ED 436 644 CE 079 492

Finch, Curtis; Kelly, Patricia; Heath-Camp, Betty; Harris, Jerilyn; Zimmerlin, Daniel; Aragon, Steven
Reforming Preservice Preparation Programs for Secondary and Postsecondary Instructors.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; *Education Work Relationship; *Educational Practices; High Schools; Higher Education; Models; *Preservice Teacher Education; Program Effectiveness; *Program Improvement; *Teacher Education Programs
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; School to Work Opportunities Act 1994; University of California Berkeley; University of Illinois Urbana Champaign; Virginia Polytechnic Inst and State Univ

The 1990 Perkins Amendments and the 1994 School-to-Work Opportunities Act encouraged high schools and community colleges to combine academic with vocational curriculum in a program that includes work-related applications and creates clearer pathways from secondary to postsecondary education. To ensure the readiness of educators, institutions that prepare teachers must reshape their programs. Three programs were redesigned in response to this need. Two programs are those that prepare high school teachers at the University of California, Berkeley, and at Virginia Polytechnic Institute and State University. The third program is a teacher education program for community college instructors at the University of Illinois at Urbana-Champaign. The three initiatives seem to align with contemporary views of organizational renewal--collaborative reflection, culture of inquiry, and individual and organizational renewal. Based on study of these three programs, the following recommendations were made: (1) expect and plan for a large, complex reform process; (2) organize for change in the long term; (3) involve stakeholders as collaborating, contributing partners; (4) establish stakeholder ownership in the reform; (5) provide stakeholders with

Work-Related Learning Guide for Family Literacy and Adult Education Organizations.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 99
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Early Childhood Education; Education Work Relationship; Employers; *Family Literacy; Family School Relationship; Job Skills; Job Training; *Learning Activities; Partnerships in Education; Program Design; Program Development; Program Implementation; *Work Experience

This guide assists family literacy and adult education organizations considering ways in which work and learning can be integrated in their educational programs. Part I addresses influences motivating the family literacy and adult education fields to incorporate work-related learning into their efforts. Part II provides a framework for designing high-quality programs that help participants link learning and work. This framework consists of a continuum of contextual learning experiences that vary according to specific dimensions. Part III reviews possibilities and challenges of contextualized learning; highlights learning plans; and suggests how program staff and learners can better understand the skills employers require. Parts IV-VI address design and implementation issues. Part IV focuses on designing the program, developing the curriculum in the classroom and at the worksite, and establishing community connections and partnerships. Part V describes information, general strategies, and specific actions that help family literacy and adult education organizations recruit and organize employers. Part VI addresses implementation issues employers will address in their roles and responsibilities in program planning, start-up, and ongoing implementation. Part VII suggests the following strategies to sustain the effort: assessing program progress, bringing program activities to scale, and marketing the program. Appendixes include 40 endnotes, 40 references, and 11 attachments/additional resource materials. (YLB)

ED 436 665 CE 079 523

The Entrepreneurial Spirit and the Evolving Workplace.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Economic Opportunities; *Economic Progress; Education Work Relationship; *Entrepreneurship; *Job Development; *Job Skills; Labor Force Development; Self Employment; *Small Businesses

A growing percentage of the U.S. work force depends upon entrepreneurial skills and behaviors to succeed in the new opportunity economy. The explosion of technology, accelerating need for new and different products, globalization of business, and demand for speed in delivery have shifted the economic driving force toward companies that can meet these demands--and those are generally smaller companies. Small businesses are pacing the growth of the economy. They are the source of designed to help prepare students for entry-level employment in the residential wiring trade. The curriculum guide contains six units that cover the following topics: (1) blueprint reading and load calculations; (2) service; (3) rough-in; (4) trim out and troubleshooting; (5) low voltage wiring; and (6) home automation. The complete teacher edition consists of introductory pages, teacher pages, and the student edition. Included in the introductory pages are information on use of the publication, a training and competency profile, a duty and task crosswalk, an instructional and task analysis, information on basic skills icons and classifications, a basic skills matrix, and a list of required tools, equipment, and materials. Teacher pages include suggested activities, answers to assignment sheets, written tests, answers to written tests, learning activities sheets, teacher supplements, and transparency masters. The student edition includes objective sheets, information sheets, student supplements, focus assignment, assignment sheets, and job sheets for each unit. (KC)

ED 436 683   CE 079 564

Kaltwasser, Stan; Flowers, Gary; Aneke, Norbert O.
Commercial and Industrial Wiring. Teacher Edition and Student Edition. Third Edition.
PUB DATE- 00
NOTE- 742p.; For a related document, see CE 079 563. References 1999 National Electrical Code.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Building Trades; Classroom Techniques; Construction (Process); Course Content; Electric Circuits; Electrical Occupations; *Electrical Systems; *Electricians; Electricity; Electronic Technicians; *Entry Workers; *Job Skills; Learning Activities; Postsecondary Education; Secondary Education; Teaching Methods; Test Items; Trade and Industrial Education; Transparencies; Units of Study

This revised curriculum guide for teachers and students includes the additional technical knowledge and applications required to help prepare students for job entry in the commercial and industrial wiring trade. The curriculum guide contains 16 units that cover the following topics: (1) blueprint reading and load calculations; (2) tools and equipment; (3) service; (4) transformers; (5) rough-in; (6) lighting; (7) motors and controllers; (8) electrical diagrams and symbols; (9) two- and three-wire controls; (10) separate control circuits; (11) sequence controls; (12) jogging controls; (13) reversing starters; (14) special control circuits; (15) programmable logic controllers; and (16) projects. The introductory pages in the Teacher Edition, contain information on use of the publication, a training and competency profile, a duty and task crosswalk, an instructional and task analysis, information on basic skills icons and classifications, a basic skills matrix, and a list of required tools, equipment, and materials. Teacher pages within the Teacher Edition include suggested activities, answers to assignment sheets, written tests, answers to written tests, learning activities sheets, teacher supplements, and transparency masters. The student edition includes objective sheets, information sheets, student supplements, focus assignment, assignment sheets, and job sheets for each unit.

(NTIES).
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Treatment.
PUB DATE- 99
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; *Cost Effectiveness; Crime; *Drug Abuse; Health Care Costs; Income; *Outcomes of Treatment; Tables (Data); Welfare Services

This study seeks to quantify the costs and benefits of alcohol and drug abuse treatment and the resulting economic benefits to society. Using data from the National Treatment Improvement Evaluation Study (NTIES), and client questionnaires, estimates were made of the average costs per client in terms of crime-related costs, health care costs, and social welfare benefits in the 12 months prior to and after treatment. Estimates of average earnings for clients in the pre-treatment and post-treatment periods were calculated. Overall, the findings indicate modest changes in average health care costs (11% reduction per client) and earnings of substance abusers (9% increase) in the period after treatment. Essentially no change in welfare payments or Supplemental Security Income was found. However, large reductions in crime-related costs (about 75%) were found. Over 94 percent of the estimated treatment benefits were derived from the reductions in crime-related costs. Implications for research, policy, and practice are discussed. Included are: "Appendix A: Description of the National Treatment Improvement Evaluation Study and Center for Substance Abuse Treatment Demonstrations (1990-1992)"; "Appendix B: Cost Methodology"; "Appendix C: Treatment Costs"; "Appendix D: Health Care Utilization"; "Appendix E: Detailed Tables on Annual Earnings and Social Welfare Benefits"; and "Appendix F: Crime-Related Costs and Criminal Activity." (Contains 126 tables and 22 references.) (MKA)

ED 436 703 CG 029 700

Baloglu, Mustafa
A Comparison of Mathematics Anxiety and Statistics Anxiety in Relation to General Anxiety.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Anxiety; Intervention; Literature Reviews; *Mathematics Anxiety; *Psychological Studies
IDENTIFIERS- *Statistics Anxiety

Over the years, researchers in the field of psychology have been interested in the factors associated with anxiety. As a result of this interest, several theories have attempted to explain the construct and interventions developed to treat it. Even though there is no agreement on the nature of anxiety, there is a wide agreement that general anxiety can be classified as having two distinct components: trait anxiety and state anxiety. While trait anxiety refers to relatively stable individual differences in anxiety proneness, state anxiety is a transitory emotional condition. Among different state anxieties, mathematics anxiety is distinguished from general anxiety as situation-specific. It manifests itself in mathematically related environments. Considerable research has

Beating the Odds in Teaching All Children To Read.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Intervention; Independent Reading; *Parent School Relationship; Phonics; Primary Education; *Reading Achievement; *School Effectiveness; *Teacher Behavior; *Teacher Effectiveness; Word Recognition
IDENTIFIERS- *Effective Practice Identification; *Effective Reading Programs

A study investigated school and classroom factors related to primary-grade reading achievement, using quantitative and descriptive methods. Fourteen schools across the United States with moderate to high numbers of students on subsidized lunch were identified as most, moderately, or least effective based on several measures of reading achievement. A combination of school and teacher factors was found to be important in the most effective schools. Significant factors included: (1) strong links to parents; (2) systematic assessment of pupil progress; (3) strong building communication; (4) a collaborative model for reading instruction, including early reading interventions; (5) time spent in small group instruction; (6) time spent in independent reading; (7) high pupil engagement; and (8) strong home communication. The most accomplished teachers were frequently observed teaching word recognition by coaching as children were reading, providing explicit phonics instruction, and asking higher level questions after reading. In all of the most effective schools, reading was clearly a priority at both the building and classroom levels. Contains 49 references and 21 tables. Appendixes provide sample worksheets and instructions for administering word lists. (EF)

ED 436 724 CS 013 775

Klein, Adria F., Ed.; Swartz, Stanley L., Ed.
Literacy, Teaching and Learning: An International Journal of Early Literacy, 1994-1995.
PUB DATE- 95
NOTE- 287p.; Special Inaugural Edition on Reading Recovery. Published twice a year. For the 1996-1998 issues of this journal, see CS 013 776-777.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Early Intervention; *Emergent Literacy; Foreign Countries; High Risk Students; *Instructional Effectiveness; Learning Disabilities; Longitudinal Studies; Primary Education; *Reading Difficulties; Reading Research; *Remedial Reading; Teacher Attitudes; Teacher Education; Teacher Student Relationship; Writing Research
IDENTIFIERS- Beginning Writing; Great Britain; New Zealand; *Reading Recovery Projects

Developed as a vehicle of communication for the Reading Recovery Council of North America, this journal represents an international effort to connect researchers, teachers, and all those interested in early literacy. Articles in the special inaugural issue on Reading Recovery are: "Reading Recovery: An Overview" (Stanley L. Swartz and Adria F. Klein); "An Inquiry-

Effectiveness; Primary Education; *Reading Difficulties; *Reading Instruction; Student Needs; *Teacher Education
IDENTIFIERS- *Reading Recovery Projects

The on-going professional development is the heart of Reading Recovery's success, pumping support to developing professionals in the program at all levels through renewed learning, collaboration, problem solving, and exposure to new research. On-going professional development is critical: (1) administrators need to protect their investment in the program through on-going professional development to support teacher leaders and they implement the innovation; (2) due to the complexity of the teacher leader role, multifaceted, on-going learning is required after the training year; (3) the teacher leaders' learning over time impacts the learning of Reading Recovery teachers, which in turn will lead to improvement in student achievement; (4) there is a moral imperative that teacher leaders be current in their understandings to provide the best instruction to teachers as well as children; and (5) teacher leaders must continue to develop their skills in collaboration with others on the district to ensure that Reading Recovery is seen as part of a larger, systemic plan for change in which all children learn to read and write. Contains 14 references, 8 suggestions for further reading, 3 notes, and 2 tables. (RS)

ED 436 745 CS 013 797

Moore, Paula
Models of Teacher Education: Where Reading Recovery Teacher R Training Fits.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *Early Intervention; *Faculty Development; Instructional Effectiveness; Models; Primary Education; Program Effectiveness; *Reading Difficulties; *Reading Instruction; *Teacher Education
IDENTIFIERS- *Reading Recovery Projects

The purpose of this paper is to examine Reading Recovery training in relation to three models for teaching and learning: instructor-centered, student-centered, and community-centered. Typically, the theories on which these models are based have been used to predict how children learn and how they should be taught. However, the theories and consequent models can also be applied to predict teacher learning and education. The original design of the Reading Recovery training program closely follows the principles of a community-centered model of teacher education. By making explicit the implications of this model, in contrast to the other two models, Reading Recovery teacher leaders and trainers can better understand, plan for, and evaluate Reading Recovery training practices. Contains 10 references and a figure illustrating aspects of models for teaching and learning applied to teacher educators. (RS)

ED 436 746 CS 013 798

DeFord, Diane
Developing an Internal Processing System.
PUB DATE- 97

PUB DATE- 99
NOTE- 114p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Characterization; Class Activities; *Critical Reading; Decoding (Reading); *Descriptive Writing; Dramatics; *Literary Devices; *Playwriting; Reading Comprehension; Secondary Education; Sixteenth Century Literature; *Tragedy
IDENTIFIERS- *Hamlet; Shakespeare (William)

This book, for grades 9-12, contains a wealth of ideas and practical activities for studying Shakespeare's "Hamlet." The first section, "Revenge Tragedy," provides background materials to help prepare students to read "Hamlet," including a discussion of revenge tragedies, comparisons to other plays from the period, and background information on the Elizabethan Age. Section two, "Reading the Play," offers notes on each scene, accompanied by activities and suggestions for further study. A detailed analysis of the construction of reading character is taken up in section three, "Reading Character." The final section, "Ways of Reading and Writing," considers writing about the play and invites explicit study of different ways of reading "Hamlet." Contains 48 references. (EF)

ED 436 768   CS 216 950

Jago, Carol
Nikki Giovanni in the Classroom: "The Same Ol Danger but a Brand New Pleasure." The NCTE High School Literature Series.
PUB DATE- 99
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black Literature; *Course Content; Creative Writing; English Curriculum; High Schools; Language Arts; *Literary Criticism; Literary Devices; *Poetry; *Poets; Primary Sources
IDENTIFIERS- *Black Poetry; *Giovanni (Nikki); Poetry in the Schools; Poets in the Schools

This book, for grades 9-12, presents primary source materials relating to the poet Nikki Giovanni (including many of Giovanni's poems reprinted in full), easily adaptable lessons and activities, and a resource section for students and teachers wishing to study Giovanni's work further. It is a resource both for teachers already teaching the work of this writer and for those seeking to diversify their literature curriculum. Chapters are: "Where Art and Life Intersect"; "Looking at Language"; "Writing from Models"; "Taking a Critical Stance"; "Extensions and Connections"; and "More" (which lists additional sources of information). Contains 12 references. (EF)

ED 436 769   CS 216 951

Moon, Brian
Literary Terms: A Practical Glossary. The NCTE Chalkface Series.
PUB DATE- 99
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

*Politics of Education; *Social Influences
IDENTIFIERS- Black Panther Party; Historical Background; Students Right to Their Own Language (CCCC)

This book relates the story of the 1974 Conference on College Composition and Communication (CCCC) resolution on Students' Right to Their Own Language (SRTOL), and sets this up against the story of how Composition Studies developed as a professional field and sets both against the larger history of 1960s movements, the liberal welfare state, and the Cold War. The first half of the book examines how the term "student" organized the activities of organizations such as Student Nonviolent Coordinating Committee, Students for a Democratic Society, and the Black Panthers. The second half of the book studies how the political, scholarly, and organizational work around student politics produced the resolution on Students' Right to Their Own Language. After a foreword by Richard Ohmann and an introduction, chapters in the book are: (1) "Tracking the Student"; (2) "New Left Politics and the Process Movement"; (3) "Black Power/Black English"; (4) (4) "Locking Horns: The NUC Encounters the MLA Modern Language Association , NCTE National Council of Teachers of English , and CCCC, 1968-1972"; (5) "The Students' Right to Their Own Language, 1972-1974"; and (6) "A Coup d'Etat and Love Handles, 1974-1983." A concluding chapter, "Ozymandias--Creating a Program for the SRTOL," discusses how a version of community-based critical pedagogy can produce a composition studies focused on issues of social justice and progressive politics. The first appendix provides the entire text for the resolution on language adopted by members of the CCCC in April 1974; the background statement explaining and supporting that resolution; and a 129-item bibliography. Appendix 2 presents "The fourth and final draft of the report of the CCCC Committee on the Advisability of a Language Statement for the 1980s and 1990s." (RS)

ED 436 790   CS 216 975

Funding a Family Literacy Program.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Early Childhood Education; *Family Literacy; *Financial Support; *Fund Raising; Proposal Writing

Whatever the source of funding for family literacy or the form it takes, this guide provides an overview of the funding process and provides suggestions for solving the fund-raising mysteries. It notes that the good news is that there are a wide variety of sources and aid available to family literacy programs, but the bad news is that it is a sometimes difficult and time-consuming task. The guide describes the five steps in securing funding: (1) develop a mission statement; (2) identify the funding sources (public sources, foundations, and local sources); (3) present the case/ask for support (including ways to approach funders and putting together a funding proposal); (4) manage the funding well; and (5) ask again at the end of the grant cycle. (RS)

ED 436 791   CS 216 976

Action for Advocates of Family Literacy.

Thoreau's writings from the perspective of a rhetorical educator; showing how Thoreau was acutely aware of his "rhetorical voice" and his image as a "shining example" of Transcendentalism for citizens to follow. Communication teachers might employ Thoreau's writings as both an embodiment of civil disobedience and an example of the power of discourse in building a social ideal upon which to base our educational vision. Contains a 15-item selected bibliography and 23 notes. (Author/RS)

ED 436 813 CS 510 202

Moemeka, Andrew A.
Development Communication in Action: Building Understanding and Creating Participation.
PUB DATE- 00
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Battered Women; Case Studies; *Development Communication; Developmental Programs; Elementary Secondary Education; Ethics; Foreign Countries; Health Education; Higher Education; *Mass Media; *Mass Media Role; Religion; *Social Change

Addressing the use of communication (interpersonal, folk, traditional, group, organizational, and mass media) in the development process, this book discusses some of the conceptual and theoretical basis for integrating communication effectively into development plans and execution. It also examines the rationale and practical necessity for such integration, and uses case studies to demonstrate how to positively take advantage of communication potentials and possibilities while avoiding possible dysfunctions. Chapters in the book are (1) "Development, Social Change, and Development Communication: Background and Conceptual Clarification" (Andrew A. Moemeka); (2) "Communication and Development: Everyone's Problem" (Hamid Mowlana); (3) "Development Communication: Interplay of Knowledge, Culture and Power" (Wilmal Dissanayake); (4) "Religion, Development and Communication: A Proposal for Taking a Communication Perspective" (W. Barnett Pearce); (5) "Communication in the Service of Social Change: Identifying Fundamental Hurdles" (Andrew A. Moemeka); (6) "Development Communication Planning for Social Change" (Andrew A. Moemeka); (7) "Development Communication: Strategies and Methods" (Andrew A. Moemeka); (8) "Development and Mass Communication: Effective Use of the Mass Media in Rural Development and Social Change" (Andrew A. Moemeka); (9) "Development Journalism: The Role of the Print Media in Development and Social Change" (Olatunji Dare); (10) "Communication, Organizational Management and Industrial Development" (John Parrish-Sprowl); (11) "Ethical Considerations in Development Communication" (John Parrish-Sprowl); (12) "Rural Radio Broadcasting for Health Education: Audience Participation and Message Effectiveness" (Andrew A. Moemeka); (13) "Uniculturalism and Quasi-Enterprises: A Lesson in National Development" (Yanan Ju); and (14) "Investigating Development Communication Constraints: Spousal Abuse among Low-Income Employees at an Institution of Higher Learning" (Noma Owens-lbie). Contains approximately 300 references. (RS)

ED 436 814 EA 030 105

Gaustad, Joan
The Fundamentals of School Security. ERIC Digest Number 132.

Number 2.
PUB DATE- 98
NOTE- 122p.; For Volume 7 Number 1 in the Oxford Studies in Comparative Education series, see ED 418960.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Authoritarianism; Change Strategies; Comparative Analysis; *Educational Change; Elementary Secondary Education; Foreign Countries; Government School Relationship; *Privatization; *Systems Analysis; Systems Approach
IDENTIFIERS- Baltic States; Europe (East)

The articles in this book examine educational privatization in Eastern Europe. The essays represent a variety of perspectives on education systems in various stages of evolution. The chapters are divided into three groups. The first three chapters discuss educational change and the privatization movement in the Baltic republics of Lithuania, Latvia, and Estonia. The second group of articles examine developments in Hungary and the Czech Republic, while the final grouping is concerned with progress in Poland and Romania. The chapters on the Baltic experience address issues involved in the restructuring of educational systems and discuss the problems of integrating markets and educational policies. Quality control and the assessment of performance indicators, particularly as they relate to institutions that are not part of the state system, are also priorities for educators in this region. The second section describes policy reform and privatization in elementary and secondary education in Hungary and education and ideology in the Czech Republic during transition and after. The final section discusses the development of nonpublic education in Poland; education, ideological change, and privatization in Romania; and educational freedom and the movement for school choice in Eastern Europe. (RJM)

ED 436 833 EA 030 160

Neal, Richard G.
School Based Management: A Detailed Guide for Successful Implementation.
PUB DATE- 91
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Educational Change; Elementary Secondary Education; Guides; *Participative Decision Making; School Administration; *School Based Management; *School Restructuring

This book examines school-based management and provides strategies to implement management changes. The 14 chapters examine the components of good schools, including clarity of purpose, leadership, professionalism, lack of bureaucratic control, competition, and choice. The text describes the components of school-based management and the need for thorough preparation before implementing change. The book discusses the advantages and disadvantages of school-based management, such as improvement in morale and the time required in preparing for school-based management. Some of the requirements for successful reform are detailed: effective operation within a change. Information on the context of adults working together and the role of the lead teacher, decision-making structures, and professional development are also described. A third context, the context of a wider network of stakeholders, is discussed, along with the external forces--neighborhood, community, and parents--that influenced change. The twists and turns that accompanied the change process are likewise explored. The last chapter describes the need to understand the tensions that accompany reform. Two appendices list the study methodology and an academic-achievement plan. (Contains 22 references.) (RJM)

ED 436 852 EA 030 183

Ediger, Marlow
Role of the Principal in the Science Curriculum.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Educational Administration; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Instructional Leadership; Principals; Science Curriculum; *Science Instruction

This paper discusses how a quality program of science instruction can be developed and achieved. It emphasizes the principal's vital role in improving the science curriculum, claiming that principals should work with teachers to develop a high-quality set of objectives, learning opportunities, and evaluation techniques to modify the curriculum. The report outlines educational objectives and how each objective should be relevant and vital for pupil attainment. Three kinds of objectives need to be established: knowledge, skills, and attitudinal ends. The scope and sequence of science units is described as the paper advocates narrowing the scope to accommodate the lack of time and the lack of teaching materials. When teaching science, the sequence of instruction should be scrutinized, teachers and principals must develop valid criteria to use in the selection of learning opportunities. Students need to have ample opportunities to identify relevant problem areas to facilitate their problem-solving skills. Educators should determine valid and reliable means of appraising pupil progress, which might entail the use of standardized tests and portfolios. Results from evaluations can then be used to improve instruction. Finally, teachers and principals need to study and analyze trends when developing a science curriculum. (RJM)

ED 436 853 EA 030 184

Verstegen, Deborah A.; Grider, Andrew
The Impact of School Finance Litigation on Rural and Small Schools/Districts. Final Report.
SPONS. AGENCY- Rural School and Community Trust, Randolph, VT.
PUB DATE- 99
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; *Educational Legislation; Elementary Secondary Education; Finance Reform; Financial Problems; Politics of Education; *Rural Schools; *School

*Teacher Role; Teamwork; Training; Urban Schools
IDENTIFIERS- *New York City Board of Education

This report discusses the outcomes of three surveys that investigated the role of paraeducators in New York City schools, the skills and knowledge needed by paraeducators, and the skills and knowledge required by teachers to supervise and work effectively with paraprofessionals. The surveys indicate the need to improve the ability of paraprofessionals to effectively contribute to the work of program implementation teams and the need to increase opportunities for career development/advancement for paraeducators. Recommendations include: (1) more clearly defined roles and responsibilities of paraprofessionals and teachers and greater professional development opportunities; (2) competency-based training for paraprofessionals to inform them of their roles and to better prepare them for working with students, teachers, and parents; (3) develop and infuse content into courses to prepare teachers to supervise and work more effectively with paraeducators; (4) develop different approaches for training that acknowledge that not every paraeducator wishes to obtain a college degree; (5) improve articulation agreements between community colleges and senior colleges to facilitate transfers for paraeducators interested in earning college degrees; and (6) develop methods to accelerate the ability of interested paraeducators to earn undergraduate education degrees. The report describes the methodology, research samples, and results of the three surveys. (Contains 52 tables.) (CR)

ED 436 873   EC 307 546

Pickett, Anna Lou; Safarik, Lynn; Echeverria, Jane
A Core Curriculum & Training Program To Prepare Paraeducators To Work with Learners Who Have Limited English Proficiency. Case 10-98.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 98
NOTE- 290p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Communication Skills; Competency Based Education; *Cultural Awareness; Cultural Differences; Data Collection; Diversity (Student); Elementary Secondary Education; Family Involvement; Inclusive Schools; Individualized Education Programs; Language Minorities; *Limited English Speaking; Minority Group Children; *Paraprofessional School Personnel; Problem Solving; *Second Language Instruction; Second Language Learning; Spanish Speaking; *Staff Role; Student Evaluation; Teaching Methods; Team Training; Training

These instructional materials are designed to improve the performance of paraeducators working in inclusive classrooms servicing school age students with limited English proficiency. The competency-based program helps participants to learn skills they can apply immediately, to accept new practices, and to increase their understanding of education issues. The modules cover: (1) strengthening the teacher and paraeducator team, paraeducator roles and responsibilities, communication and problem solving; (2) the philosophy of diversity; (3) principles of human development and factors that may impede typical human development; (4) the instructional process (language development, second language acquisition, the disabilities provides information on obtaining special education services from a local school district. A step-by-step guide for transitioning into preschool is provided. The steps include: (1) referral of the child to their local school; (2) holding a transition conference; (3) arranging with the school to gather and review information about the child; (4) development of an evaluation plan by the school; (5) evaluations completed by the school with a written diagnostic summary; (6) scheduling by the school for holding the child's Individualized Education Program (IEP) meeting; and (7) arranging for the special education placement by the school district. The booklet also provides information on the transition conference, hints for a smoother transition, a transition checklist, a description of the IEP process, a comparison of the Missouri First Steps program to early childhood special education, and parental rights under the Individuals with Disabilities Education Act. A glossary of relevant terms is included, along with a list of helpful state and local resources. (CR)

ED 436 892 EC 307 565

Prior Written Notice. Issues in Education. Technical Assistance Bulletin.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Delivery Systems; *Disabilities; Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; *Interpersonal Communication; Parent Participation; *Parent School Relationship; School Responsibility; Services; Student Evaluation; Student Placement
IDENTIFIERS- *Individuals with Disabilities Education Act; Missouri

This bulletin provides information to clarify for Missouri school districts when Prior Written Notice is to be provided under the Individuals with Disabilities Education Act, what the content of a Prior Written Notice is to be, and in which circumstances procedural safeguards for children and parents must be provided. Missouri school districts are reminded they must provide Prior Written Notice: (1) prior to conducting any assessment as part of an initial evaluation; (2) prior to the initial placement; (3) before conducting any tests/assessments as part of a reevaluation; (4) whenever the Individualized Education Program (IEP) team determines that a change of placement is necessary; (5) any time the district refuses to initiate or change the identification, evaluation, educational placement or the provision of free, appropriate public education; (6) whenever a district evaluates a child and determines the child to be ineligible; (7) any time there is a change in the type or amount of services provided; and (8) upon the enrollment of a transfer student from another state when the district chooses to accept the out-of-state diagnostic evaluation report. The bulletin also explains the difference between a notice and a notification. (CR)

ED 436 893 EC 307 566

(E. Jean Gubbins); "What's in a Word?" (Susan T. Dinnocenti); "Inventive Differentiation" (Julie Rossbach); "Mentorship at Its Best" (Nancy Lashaway-Bokina); "Extraordinary Gifts Often Come in Plain Brown Wrappers" (Fred A. Bonner, II); and "Curriculum Compacting: A Necessity for Academic Advancement." (Each article contains references.) (DB)

ED 436 911 EC 307 585

van der Jagt, Johan Willem
Quantitative Analyses of a Study Investigating Three Spelling Interventions and Students with Learning Disabilities Recall.
PUB DATE- 99
NOTE- 89p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; Data Analysis; Elementary Education; *Error Analysis (Language); *Instructional Effectiveness; Intervention; *Learning Disabilities; Measures (Individuals); Qualitative Research; *Spelling Instruction; *Teaching Methods; Vowels

This study compared three spelling interventions to increase the spelling accuracy of elementary students with learning disabilities. Thirty-six randomly selected third, fourth, and fifth grade students with learning disabilities were assigned to three interventions: (1) the traditional spelling procedure; (2) a multisensory procedure without perceptual-vowel enhancement; and (3) a multisensory procedure with perceptual-vowel enhancement (where vowels were written in black marker to heighten their intensity). A qualitative spelling error analysis system was used as well as quantitative data analysis methods. The study found no significant interactions among level of vowel precision with type of intervention. Significant differences for vowel omission scores by group and across grade levels were found. Two appendices include the instrumentation used in the study and data tables. (Contains 78 references and 15 data tables.) (DB)

ED 436 912 EC 307 586

Grantham, Madeline Kay
Etiology of Attention Disorders: A Neurological/Genetic Perspective.
PUB DATE- 99
NOTE- 27p.; Author's name on cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attention Deficit Disorders; Clinical Diagnosis; *Etiology; Genetics; History; *Hyperactivity; Intervention; Neurological Impairments; Neurology; Student Evaluation; Technological Advancement; Therapy

This paper explores the historical origins of attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD) as a neurological disorder, current neurological and genetic research concerning the etiology of ADD/ADHD, and implications for diagnosis and treatment. First, ADD/ADHD is defined and then the origins of ADD/ADHD as a neurological disorder are traced in a review of the periods of 1800 to 1950, 1950 to

DESCRIPTORS- *Budgets; *Capital Outlay (For Fixed Assets); Data Collection; *Educational Facilities Improvement; Elementary Secondary Education; *Financial Support; Public Schools; School District Spending; Tables (Data)
IDENTIFIERS- *Jefferson County School District CO

The Jefferson County School District (Denver, Colorado) presents its final scheduling and funding source information for the 1998-2003 capital improvement program and the status of the 1992-1997 completed capital improvement project costs compared to the budget. Funding data are detailed for each of the district's 182 public schools, special use facilities, support facilities; and community use facilities as well as any future capital improvement needs. The district's eight environmental regulatory programs are examined. Remaining sections provide assessment data and information on facility maintenance, pavement management, real property management, school and office equipment, sponsorship, technology, temporary buildings, and vehicle replacement. (GR)

ED 436 934 EF 005 531

Middle School Educational Specifications: Facilities Planning Standards. Edition II.
PUB DATE- 98
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Improvement; *Educational Facilities Planning; *Facility Guidelines; *Middle Schools; Public Schools; School Construction; *Standards
IDENTIFIERS- *Jefferson County School District CO

The Jefferson County School District (Denver, Colorado) has published this document as a model standard for the planning and designing of new middle schools and remodeling and modernizing existing schools. It describes the facility requirements to accommodate the instructional program, activities, and support functions to assist architects, school staffs, and the Design Advisory Group. Topics addressed include specifications for core and instructional areas such as administration/counseling, auditeria and performance platforms, library information centers, and physical education complexes; and support areas such as building and wiring standards, corridors, and custodial and toilet facilities. Also included are site development standards and the building square feet total. An appendix provides specifications, plans, and standards for various building features and equipment. (GR)

ED 436 935 EF 005 536

Caspary, Kyra; Kusserow, Tim; Levin, Jake; Movassaghi, Maziar
Managing Technology Efficiently in California K-12 Schools: Policies & Practices for Minimizing the Total Cost of Ownership (TCO).
PUB DATE- 99
NOTE- 77p.; Master's Paper, University of California, Berkeley.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; Ownership; Planning; *Public Schools; State Aid; *State School District Relationship
IDENTIFIERS- California; Cost Containment; *Technology

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Communicative Competence (Languages); *English (Second Language); Grade 2; Grade 3; Hands On Science; *Instructional Innovation; Language Minorities; *Language of Instruction; Primary Education; *Science Education; Second Language Instruction; Second Language Learning; Spanish; Teaching Methods
IDENTIFIERS- *Two Way Bilingual Education

This paper examines the special challenges that English-as-a-Second-Language (ESL) students face in succeeding in science classrooms in U.S. schools. Particular focus is on how students in one experimental classroom (a Grade 2 and Grade 3 two-way bilingual English-Spanish class in a small western city) learned to apprehend scientific meaning with their peers, their teachers, and the researchers through the collaborative construction of a language of instruction for successful science learning. This was done in the context of student-generated computer models. Through active participation in the construction and use of this language of instruction, students made significant strides in acquiring ways of thinking, acting, and talking that should lead to their continued success in science. Student-generated computer models, in conjunction with the construction of physical models and other hands-on activities, can provide an effective strategy for mediating the difficulties that English language learners often have with mastering the academic discourse of science. The project goals were to help students to provide better explanations of natural phenomena, to teach them to view science as process of inquiry rather than a body of facts, to encourage students to pursue their own understandings of scientific concepts as well as learn traditional academic concepts, and to explore the effects of modeling on the participation and success of both girls and language minorities. (Contains 37 references.) (KFT)

ED 436 958 FL 026 070

Rosenthal, Marilyn, Ed.
ESL Magazine TM .
PUB DATE- 99
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Adult Education; Deafness; Educational Trends; Electronic Mail; Elementary Secondary Education; *English (Second Language); Foreign Countries; Grammar; Higher Education; Listening Comprehension; Multiple Intelligences; Professional Associations; *Program Descriptions; Refugees; Second Language Instruction; Writing Instruction
IDENTIFIERS- China; Kosovo; South Africa; Vietnam

This document contains all six issues of the journal for 1999. Article titles include the following: "A Tribute to ESL Pioneers"; "Current Perspectives on Improving Aural Comprehension"; "TESOL '99 Preview"; "South Africa: A Place for English Teaching Pioneers"; "Challenging Questions About E-Mail for Language Learning"; "The Challenges of Community-Based Literacy and ESOL Programs"; "English Takes Root in Vietnam"; "ESL Writing: Principles for Teaching Young Writers"; "The Importance of Associations for ESL Professionals"; "Migrants Achieve Academic Success: The Texas Migrant Education Program";

IDENTIFIERS- Authentic Materials; Content Area Teaching; *Japan
This teacher's guide provides an innovative program of studies for teaching Japanese at the secondary level, featuring a content-based curriculum, an integrated approach, results (outcomes)-based orientation, and the use of language for effective interaction. This guide provides teachers with suggestions for designing and planning a Japanese language course, including information on teaching approaches and methods; suggestions for planning lessons and modules; descriptions of modules with an identification of their fundamental components and extensions; performance indicators; information on assessment (functions, different types, devices, and instruments); and highly detailed multi-stage, multi-level lesson planning. Topics covered include the following: the grammar translation approach; the oral approach (including the audiolingual method); the comprehension approach; the Total Physical Response (TPR) method; the communicative approach; content-based instruction; the use of authentic materials and realia; catering to individual student needs in a large class; learning strategies; and teaching Japanese script (hiragana, katakana, and kanji). Contains two appendices (Some Common Instructions/Expressions; General Inquiry Addresses) and an 83-item bibliography organized according to subject. (KFT)

ED 436 978 FL 026 102

Assessment, Articulation, and Accountability, 1999: A Foreign Language Project.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 266p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Articulation (Education); Classroom Techniques; Elementary Secondary Education; *Evaluation Methods; *Inservice Teacher Education; Instructional Innovation; *Language Teachers; Portfolio Assessment; *Second Language Instruction; Second Language Learning; Staff Development; *Student Evaluation; Summer Programs; Teacher Effectiveness; Teacher Evaluation; Teaching Methods; Teaching Skills
IDENTIFIERS- *North Carolina
This document is the report of a 3-year project designed to improve and expand foreign language study for elementary and secondary school students through the development of a variety of assessment tools. It is organized into four main sections: an overview of the project; assessment; articulation; and what has been learned. Teams of North Carolina foreign language teachers worked to create instruments to better assess students' language skills and facilitate student articulation from elementary to middle school and from middle school to high school. More specifically, the objectives were to provide training in assessment to foreign language teachers through intensive summer training; to assist participants in developing and piloting assessment tools to be used at various levels of instruction; and to assist participants in aligning these assessments with national standards, the North Carolina state curriculum framework, and local curriculum. This document provides an overview of the project and sample assessments, a background for assessment in general and more specifically for alternative models of assessment, and a sample of a variety of

Rodenhouse, Mary Pat, Ed.
Higher Education Directory R , 2000.
PUB DATE- 99
NOTE- 812p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accreditation (Institutions); *Accrediting Agencies; *Colleges; *Higher Education; *Universities

This directory lists U.S. postsecondary degree-granting institutions degrees whose accreditations are recognized by the U.S. Secretary of Education and/or the Council of Higher Education Accreditation. Addresses, phone numbers, key personnel, Federal Interagency Commission on Education numbers, degrees offered, and tuition estimates are included in the school listings. Contact information for each of the accrediting agencies is also included. (JM)

ED 437 000 HE 032 620

Martinez, Mario C.
South Dakota: Developing Policy-Driven Change in Higher Education.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Policy; Higher Education; *Public Policy; State Government; *Statewide Planning
IDENTIFIERS- South Dakota

Over the next few years, the National Center for Public Policy and Higher Education will conduct a series of in-depth case studies on higher education in several states. South Dakota is the first state to be examined in this series. Government, business, and higher education leaders in South Dakota have been steadily developing policy-driven change in higher education. Over the last four years, these leaders have defined a number of state goals that they believe tie budget to policy and will drive the activity of the statewide university system. Significant changes have included: moving toward a more collaborative system approach to higher education issues; jettisoning the traditional state higher education funding formula; reinvesting savings to improve efficiency; adopting initiatives to increase academic quality and partnering between four-year institutions and other educational entities. (JM)

ED 437 001 HE 032 621

Conklin, Kristin D.
Federal Tuition Tax Credits and State Higher Education Policy: A Guide for State Policy Makers.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; *Educational Policy; *Federal State Relationship; Higher Education; Paying For College;

ED 437 020   IR 019 829

Goniwiecha, Mark C.
Guam & Micronesia in Cyberspace.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Background; Organizations (Groups); *World Wide Web
IDENTIFIERS- *Guam; Micronesia; United States

This article attempts to educate the public about Guam and lists URLs for various public and private organizations in Guam and Micronesia. Guam, an unincorporated United States territory, is the economic and transportation hub for the Western Pacific region of Micronesia, which includes some 1,200 islands, islets, and atolls, only about 125 of which are inhabited by a total of approximately 400,000 people. Guam itself is home to about 150,000 residents and the destination of more than 1,000,000 tourists annually who come from Japan, the Philippines, Taiwan, Korea, Australia, and other places. The population of Guam includes the indigenous Chamorro (or Chamoru) people, other Micronesia and Pacific islanders, Japanese, Filipinos, and other Asians, United States military personnel and their dependents, and other "statesiders." When a military need arises, Guam serves Washington's interests in Asia, but most of the time Guam is forgotten in America. The people of Guam expressed their wish to change their political relationship with the United States in a 1982 vote. Guam is now as near and immediate as any computer with a modem. (Contains 58 organizational and institutional Web sites.) (AEF)

ED 437 021   IR 019 831

Cooper, Gail; Cooper, Gary
More Virtual Field Trips.
PUB DATE- 99
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Information; Disabilities; *Educational Resources; Elementary Secondary Education; Experiential Learning; *Field Trips; Information Sources; Learning Activities; World Wide Web
IDENTIFIERS- *Web Sites

This directory covers additional Web sites and opportunities that have appeared in the year since the original book, "Virtual Field Trips," was published. The field trips provided are appropriate for K-12 students and designed to meet the goals and interests of educators. Organized by subjects and cross-referenced for quick and easy access, these sites reflect current curricular requirements and goals such as business, women's history, multiculturalism, conflict resolution, and global awareness. Trips have been added for physically and emotionally challenged students and those who wish to get to know them better. Also, by reader request, more physical education, health and safety, rural, and architectural field trips are included. An icon of a school house and school bell is used to identify URLs of sites that are exclusively for students in primary grades. Includes an index. (AEF) or culturally diverse communities. The Library Services and Technology Act Task Force members are listed. (AEF)

ED 437 041 IR 057 560

Murray, Richard A.
Job Satisfaction of Professional and Paraprofessional Library Staff at the University of North Carolina at Chapel Hill.
PUB DATE- 99
NOTE- 64p.; Master's Paper, University of North Carolina, Chapel Hill.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Employee Attitudes; Higher Education; Job Satisfaction; Library Administration; *Library Personnel; *Paraprofessional Personnel; *Professional Personnel; Questionnaires; Surveys
IDENTIFIERS- *University of North Carolina Chapel Hill

One of the major issues in the management of academic libraries is the dual nature of staffing: the professional and the paraprofessional. Using the Academic Affairs Library of the University of North Carolina at Chapel Hill as a case study, this project investigates whether professional and paraprofessional staff in large academic libraries experience significantly different levels and sources of job satisfaction. Over 140 library employees were administered a modified version of Paul Spector's Job Satisfaction Survey (JSS), a standard instrument used to measure job satisfaction of employees in non-profit and human services organizations. While both types of staff were basically satisfied with their jobs, there were significant differences in levels of satisfaction in several areas. Professionals were significantly more satisfied than paraprofessionals in the areas of enjoyment of the work itself, coworkers, appreciation and recognition, promotion, pay, and overall satisfaction. Reasons for these differences are suggested as well as possible means to bridge the gaps between the two groups. The Questionnaire Packet is appended. (Contains 14 references.) (Author/AEF)

ED 437 042 IR 057 561

Holton, Barbara
From Loraxes to Thoraxes: Science Programs for Children in Libraries.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 46p.; Paper presented at the Annual Meeting of the Maryland Library Association (October 22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Literature; Elementary Education; Elementary School Science; Guidelines; Learning Activities; Library Services; Program Development; Public Libraries; *Science Activities; *Science Education; Science Experiments

Science programs, such as the ones described in this publication, advance the goals of public library service to children. Throughout the programs, boys and girls are introduced to an array of literature exploring science topics. Librarians present subjects of great interest to children creatively using

*Childrens Literature; Content Analysis; Curriculum Development; Demography; Fiction; Language Arts; Library Instruction; Middle Schools; *Poverty; Realism; Secondary Education; Selection Tools; Social Psychology
IDENTIFIERS- Conceptual Frameworks; Thematic Analysis

This preliminary study of 20 contemporary realistic fiction books for youth, in middle school and above, analyzed images of poverty using a framework adapted from the work of Robert Leahy. Findings are related to demographics, images of poverty and emerging themes. Results indicate that, as a whole, the sample of books rely on concrete images of poverty yet do not adequately represent current demographics for people living in poverty in the United States. Suggestions are made for teachers, school librarians and media specialists to use these books with students. Appendices include coding categories adapted from Leahy, a list of selection sources for children's and young adult literature and a list of the fiction titles studied. (Contains 22 references.) (Author/MES)

ED 437 061 IR 057 597

Olen, Sandra; Chamberlain, Amy; Machet, Myrna
Young People's Reading and Information Use at the End of the Century.
PUB DATE- 99
NOTE- 10p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; Adolescents; Comparative Analysis; Foreign Countries; Individual Differences; *Information Utilization; Pilot Projects; Reading Attitudes; *Reading Habits; *Reading Interests; *Reading Material Selection; Reading Materials; Secondary Education; Student Surveys; Users (Information)
IDENTIFIERS- South Africa; United Kingdom

This paper focuses on a 1997 pilot project carried out in five secondary schools in South Africa that examined children's reading and information use. This study (n=958) was part of a larger study from 1995 and 1996 carried out in the United Kingdom. The primary goal was to examine what young people are reading at the end of the 20th century. The project goals were to understand the relationship between reading and attitudes to a range of topical social issues; to examine the ways in which children and young adults encounter and choose what to read; to provide information about the reading habits and information use of children and young adults of different age, sex, class, ethnic background, geographical location, and educational sector; and to discern between conventional forms of reading (printed matter) and new developments in the presentation of and interactions with text (including audio tapes, video games, CD-ROMs). The findings are grouped in the following areas: how young people choose books and comics; think about fiction, out of school (and after-school) activities and reading for information. The intent of the study is to provide academic librarians, publishers, authors illustrators and parents insights into what children and young adults like to read. (MES/EPC)

This article focuses on the cognitive development of community college students. According to the article, a student can develop higher levels of cognitive reasoning through curricular activities that include problem solving, analytic thinking, and synthesizing exercises. In problem solving, students first identify and define a problem, then select information from a variety of sources to support their theory for solving the problem. Analytic thinking exercises help the student learn to separate fact from opinion, and consider ideas like propaganda and censorship. Synthesizing the subject matter involves combining the accurate or useful information and omitting unnecessary parts. Once this is done, students can practice communicating critically by writing an opinion paper or making a persuasive presentation to the class. The author includes a section on incorporating the following philosophies into the curriculum: experimentalism, idealism, behaviorism, and existentialism. The article concludes with samples of classroom activities using alternative modes of thought such as inferences and cause-and-effect reasoning to enhance critical thinking skills. (AF)

ED 437 081 JC 000 041

Karpp, Edward R.
Glendale Community College Student Views, 1999. Results of the 1999 Spring Student Survey.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *College Environment; Community Colleges; *Student Attitudes; Student Characteristics; Student College Relationship; Student Needs; Student Reaction; *Student Surveys; Two Year Colleges
IDENTIFIERS- *Glendale Community College CA

This report presents the results of Glendale Community College's 1999 Spring Student Survey. More than 2,800 students completed this survey. Class scheduling issues were emphasized in the survey. Less than one-fourth of credit students reported they had problems getting the classes they wanted in the spring semester. This was a small decrease from the previous year. The most common problem students cited was full classes. Parking problems were also addressed. Most students perceive parking to be about the same as it was when they first enrolled at the college. Students cited mornings as the most difficult time to park on campus. Approximately 33% of respondents said they would park in an off-campus parking lot and ride a free shuttle to the college; 25% said "maybe"; and 42% said they would not park in an off-campus lot. Other questions focused on student access to technology. Student computer access outside of the college continued to increase dramatically. About 75% of credit students reported access to a computer at home. Nearly 62% reported they had Internet access either at home or at work. The number of students with home Internet access has increased from 25% in 1996 to 55% in 1999. The methodology for administering this student survey is appended in the report. (VWC)

ED 437 082 JC 000 042

Spicer, Scot L.; Karpp, Edward R.; Ambe, Conrad report on the institution's performance in seven areas identified as critical to its success. Overall, HCCS's performance is satisfactory. However, there are two areas in which performance is less than satisfactory. In the area of student progress, the number of degrees and certificates awarded in 1997-98 falls below the baseline; and, in the area of cultural and cross-cultural activities, the number of international partnerships for year one remains at baseline. Part 3 is a summary of strengths, weaknesses, and recommendations for improvement that emerged from the pilot program reviews conducted during the summer of 1998. Several recommendations consistently emerged from the reviews: the need to develop a purpose statement; the need to measure customer satisfaction; the need for improved classroom and lab facilities; and the need to develop and substantiate budget proposals for additional funding. (UWC)

ED 437 102   JC 000 062

Houston Community College System Fact Book, 1998-1999.
PUB DATE- 98
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Environment; College Outcomes Assessment; *Community Colleges; Enrollment Trends; Full Time Equivalency; *Institutional Characteristics; Program Descriptions; *School Demography; *School Statistics; School Surveys; Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Houston Community College System TX

This report on the Houston Community College System (HCCS) is divided into seven sections: General Information, Financial Information, Personnel Profile, Student Profile, Academic Achievement, Enrollment Trends, and Instructional Programs. Section 1, General Information, takes a look at Houston Community College System's (HCCS) vision, values, mission, goals and objectives for 1997-2000, and provides an overview of the system, a list of the Elected Board of Trustees, Board Member Districts map, service area demographics, service area map, accreditations and approvals, and partnerships. Section 2, Financial Information, examines tuition and fees, unrestricted revenues, tax rate, unrestricted expenditures, and restricted and enterprise funds for 1998-99. Section 3, Personnel Profile, reports on the highest degree earned and the gender and ethnicity of fall 1998 full-time and part-time faculty and full-time administration and support staff. Section 4, Student Profile, discusses total student enrollment, credit student enrollment, credit student special populations, financial aid awards, semester credit student residency, and enrollment by zip codes and feeder high schools for fall 1998. Section 5, Academic Achievement, looks at grade distribution, retention effectiveness indicators, graduation, transfer students, and employment trends. Section 6, Enrollment Trends, reports on total enrollment and credit enrollment for fall 1994-98. Section 7, Instructional Programs, explores academic/technical areas, credit developmental education, adult education and literacy, continuing education, instructional programs, distance education, and library services. (UWC)

ED 437 103   JC 000 063

This document discusses the representation and retention of women in science. Though women make up 48% of the employed labor force in the United States, they constitute only 22% of all working scientists and engineers. And though women scientists and engineers are beginning to find more employment in academia, they are more likely to teach only part-time in two-year schools, with less PhD's and less chance at holding higher-ranked positions at educational institutions. In order to counter the extreme under-representation of women in the physical sciences at Bergen Community College, this paper proposes a curriculum that acknowledges the contributions of all scientists, male and female. It further discusses different teaching styles and ways to create an environment that encourages women to actively participate. The paper also presents women's contributions in science. Methods of mentoring and tutoring to foster self confidence and academic success; and ways to encourage women to enter the sciences and to request financial aid. (YKH)

ED 437 122 JC 980 312

Dimun, Bonnie
Educational Marketing: An Essential Tool for Managing Change.
PUB DATE- 98
NOTE- 15p.; In its: "Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University"; see JC 980 309.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; College Administration; *Community Colleges; *Educational Change; Educational Innovation; Educational Research; Entrepreneurship; *Institutional Mission; Leadership Qualities; Leadership Responsibility; *Marketing; *Organizational Objectives; Strategic Planning; Two Year Colleges

This paper focuses on the changes affecting the management, leadership, and effectiveness of community colleges. In order to create a comprehensive plan that avoids complacency and demonstrates a new vision for administering higher education, institutions must develop an entrepreneurial spirit in its mission, research the marketplace, and manage the institution with a strategic objective. The higher education paradigm must be changed to that of an entrepreneurial enterprise with a customer-driven marketing strategy. Market research provides qualitative as well as quantitative viewpoints and identifies whom the target audience is and what they want, need, and think of an institution in comparison with its competition. The paper suggests that the need for strong leadership is essential to this advancement process, and the president of each educational institution must possess skills in business, economics, marketing, finance, and human relations. Once formulated, an institution's mission should be continually reviewed, open to additional change and innovation. The paper predicts that in the future, institutions will strive to find narrower niches, subdividing themselves to better serve new, more discrete markets. Customer service and market research are integral to meeting these internal and external challenges in higher education. (YKH)

ED 437 123 JC 980 313

Gilroy, Marilyn

Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; Building Trades; Case Studies; Competence; Competency Based Education; Continuing Education; *Education Work Relationship; Educational Administration; *Educational Needs; Educational Trends; Employed Women; Ethics; Foreign Countries; Informal Education; Needs Assessment; Open Education; Outcomes of Education; Postsecondary Education; *Poverty; School Role; Trend Analysis; Unions; *Vocational Education; Work Experience Programs
IDENTIFIERS- India; Norway

This document contains six papers about and from a roundtable discussion of poverty alleviation, work, and adult learning. The "Introduction" (Madhu Singh) presents an overview of the roundtable. "Work-Related Adult Education: Challenges and Possibilities in Poverty Areas" (Enrique Pieck) describes work-related adult education strategies and argues that training alone is insufficient for poverty areas. Competence reform in Norway is examined in "The Future of Work and Adult Learning: The Norwegian Case" (Ole Briseid). "The New Role of Adult Education Institutions: From Schools to Learning Agencies" (Peter Krug) explains why educational institutions must become open learning centers and act as facilitators of the transition between schools and universities and continuing education. "Trade Unions and Adult Vocational Learning for the Informal Sector" (Christine Nathan) discusses the situation of women construction workers in India and suggests how trade unions can help them through adult education. Adult vocational education's responsiveness to those it serves is considered in "Ethical Implications of Contemporary Trends in Work and Adult Vocational Learning" (Richard D. Bagnall). Concluding the document are abstracts and the tables of contents of two United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Education publications on work-based learning. (MN)

ED 436 627   CE 079 468

Gillis, Shelley; Bateman, Andrea
Assessing in VET: Issues of Reliability and Validity. Review of Research.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Competence; Competency Based Education; *Criterion Referenced Tests; Educational Research; Error of Measurement; *Evaluation Methods; Foreign Countries; Guidelines; Literature Reviews; *Performance Based Assessment; Personnel Evaluation; Postsecondary Education; Student Evaluation; Synthesis; Test Construction; *Test Reliability; *Test Validity; *Vocational Education
IDENTIFIERS- *Australia; Authentic Assessment

The literature on issues of the reliability and validity of objective and performance assessments in vocational education and training was reviewed and synthesized to develop guidelines for procedures to enhance reliability and validity. The review established the following facts: (1) validity is determined largely through inferences made by both the task developers and users; (2) the assessor's intention is an essential component of validity; (3) although "authenticity" provides evidence of the face validity of workplace assessments, additional evidence of content, criterion, construct, and consequential validity is opportunities to engage in inquiry; and (6) employ team building processes throughout the reform process. (Contains 24 references.) (KC)

ED 436 645 CE 079 493

Maxwell, Nan L.
Step to College. Moving from the High School Career Academy through the Four-Year University.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Career Academies; Career Education; *College Programs; *Disadvantaged Youth; Education Work Relationship; High Risk Students; *High School Graduates; High Schools; Higher Education; Integrated Curriculum; *Outcomes of Education; *Program Effectiveness; Vocational Education

A study empirically examined a high school career academy's influence on entrance into, route through, and outcomes upon exiting a four-year comprehensive, urban university in California. Data are drawn from applicant and student records for all students coming from a single high school district that has a strong career academy program. Findings suggest that students from career academies have higher academic achievement upon leaving high school, less need for remediation in English at the university, and increased graduation rates from the university than students who are not from academies. Unfortunately for students from this district, the high rates of remediation and the low rates of graduation suggest that the impact of the career academy may not be enough to ensure success in postsecondary education. About 70 percent of the applicants from the district need some type of remediation, and about 45 percent need remediation in both mathematics and English. Only about half of those who enroll in the university actually graduate. Unless high school school-to-work programs dramatically improve these percentages for students from inner-city schools, students will continue to struggle at the university level and beyond. (Contains 16 references.) (KC)

ED 436 646 CE 079 494

Delci, Mario; Stern, David
Who Participates in New Vocational Programs? A Preliminary Analysis of Student Data from NLSY97.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; *Enrollment; *Enrollment Trends; High Schools; *Integrated Curriculum; Student Characteristics; Tables (Data); *Vocational Education
IDENTIFIERS- National Longitudinal Survey of Youth

A study used new data from the National Longitudinal Study of Youth 1997 to compare students in combined academic and vocational programs with high school students in other constant experimentation, exploration, and innovation. They foster cycles of renewal in the U.S. market economy; contribute dramatically to the U.S. economy's edge and competitiveness because they are, by nature, diverse and inclusive; and demand greater flexibility from their workers. Entrepreneurial success requires a core knowledge base, an understanding of the marketplace, and entrepreneurial skills. Foundation skills are the "new basics" for every work environment. Bridging skills include communication, resource allocation, management skills, and a level of technological proficiency that enables workers to use foundation skills effectively. Focus skills are those specifically required to engage in an agile business environment. A 1998 Gallup survey of business leaders, students, parents, and teachers reports all four groups rated the sets of skills extremely important. Most people believe schools are not preparing students for the entrepreneurial economy. (YLB)

ED 436 666 CE 079 525

Help Workers Boost Their Paychecks! The Earned Income Credit 2000 Outreach Kit.
PUB DATE- 99
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Consumer Education; Definitions; English (Second Language); Federal Legislation; Guidelines; Income; *Information Dissemination; *Low Income Groups; Money Management; *Outreach Programs; Records (Forms); Spanish Speaking; State Legislation; State Programs; *Tax Credits; Welfare Recipients
IDENTIFIERS- *Earned Income Tax Credit; Workfare

This packet, which was developed as part of the Earned Income Credit Campaign 2000, contains an information booklet, a guide to outreach strategies, and accompanying materials to raise low-income workers' awareness of the Earned Income Credit (EIC) and other tax credits available to low-income taxpayers. The following are among the topics discussed in the booklet: the EIC Campaign 2000 network; the EIC's provisions and operation; explanation of how childless workers can qualify for the EIC; the EIC advance payment option; the Volunteer Income Tax Assistance program, which provides free tax preparation for low-income workers; commercial tax preparation and the EIC; low-income taxpayer clinics; Workfare payments and the EIC; questions and answers about the EIC; efforts to control EIC errors and overpayments; talking points on the EIC; the Child Tax Credit; the Child and Dependent Care Credit; EIC benefits for tax year 1999; and EIC participation for tax year 1998 by state. Also included are the following EIC outreach campaign tools: reproducible English/Spanish EIC flyer, brochures, and envelope stuffer; two English/Spanish EIC color posters; EIC campaign outreach strategy guide; EIC campaign list business reply card; pertinent Internal Revenue Service forms and instructions; and Children's Health Insurance outreach kit request form. The outreach guide's topics include how to set up a hotline and how to use the media. (MN)

ED 436 667 CE 079 535

(KC)

ED 436 684 CE 079 565

Heinz, Walter R., Ed.
From Education to Work: Cross-National Perspectives.
Revisitations of Papers Delivered at the Conference at the
University of Toronto (April 18-20, 1996).
PUB DATE- 99
NOTE- 352p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Apprenticeships; Comparative Analysis; Developed Nations; *Education Work Relationship; Educational Benefits; Educational Research; Employment Patterns; *Experiential Learning; Foreign Countries; Labor Market; Occupational Mobility; Part Time Employment; Postsecondary Education; Secondary Education; Social Mobility; *Student Employment; Unemployment; Vocational Education
IDENTIFIERS- Canada; Germany; Great Britain; United States

This volume is composed of 13 comparable longitudinal studies that draw on survey data and case studies of young people in Canada, Germany, Great Britain, and the United States. "Introduction: Transitions to Employment in a Cross-National Perspective" (Walter R. Heinz) provides a context and an overview. Part I has four chapters that discuss the relationships among social origin, gender, and transition patterns in a period of shifting job opportunities: "Social and Geographical Mobility 20 Years after High School" (Paul Anisef, Anton H. Turrittin, Zeng Lin); "Diverse Directions: Young Adults' Multiple Transitions" (Victor Thiessen, E. Dianne Looker); "New Routes to Employment: Integration and Exclusion" (John Bynner); and "From Education to Employment: Occupations and Careers in the Social Transformation of East Germany" (Ansgar Weymann). Five chapters in part II focus on the extent to which work experiences, skills, and credentials build bridges between school and the labor market: "Adolescent Part-Time Work and Postsecondary Transition Pathways in the United States" (Jeylan T. Mortimer, Monica Kirkpatrick Johnson); "Multiple Life-Sphere Participation by Young Adults" (Lesley Andres); "The Subbaccalaureate Labor Market in the United States: Challenges for the School-to-Work Transition" (W. Norton Grubb); "Creating New Pathways to Adulthood by Adapting German Apprenticeship in the United States" (Stephen F. Hamilton, Mary Agnes Hamilton); and "Job-Entry Patterns in a Life-Course Perspective" (Walter R. Heinz). Part III has four chapters that concern more theoretically oriented analyses of the changes in transition organization and options in (post-)industrial service societies: "Institutional Networks and Informal Strategies for Improving Work Entry for Youths" (James E. Rosenbaum); "School-to-Work Transitions and Postmodern Values: What's Changing in Canada?" (Harvey Krahn, Graham S. Lowe); "Education and Employment in Great Britain: The Polarizing Impact of the Market" (Frank Coffield); and "From Systems to Networks: The Reconstruction of Youth Transitions in Europe" (Lynne Chisholm). The book contains 531 references and an index. (YLB)

ED 436 685 CE 079 566

Goldberg, Beverly
Overcoming High-Tech Anxiety. Thriving in a Wired World. The
Jossey-Bass Business and Management Series.

been conducted to explain mathematics anxiety as the importance of mathematics applications have grown in our society. More recently, it was suggested that statistics anxiety is a related but separate construct from general anxiety and mathematics anxiety; however, there is a lack of empirical literature distinguishing between these two types. In this paper, mathematics anxiety and statistics anxiety are discussed in relation to general anxiety research. Differences and similarities between the two anxieties are the main focus, and comparisons are made in terms of five main points: definitions, nature, antecedents, effects, and treatments of these anxieties. (Contains 126 references.) (MKA)

ED 436 704   CG 029 701

Just, Helen D.
Hardiness: Is It Still a Valid Concept?
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Literature Reviews; Locus of Control; Personality Traits; *Theories
IDENTIFIERS- *Hardiness

Hardiness, a personality factor suggested to be a determining factor in the promotion and maintenance of health behaviors, has been widely studied. S. Kobasa's hardiness factor, composed of control, commitment, and challenge, was reported to be an important component in explaining why some people can withstand stress without getting sick. A review of the literature supportive, as well as unsupportive, of Kobasa's research is given. Limitations of the hardiness research are also outlined. Although Kobasa's concept of hardiness is in serious jeopardy, it continues to provide avenues for further exploration and study. Current studies are looking at the effects of hardiness on family systems, specifically marital conflict (marital illness behavior). Other needed studies are the relation between physiological measures and hardiness, stress, and illness behavior, as well as the implications of hardiness development across the life span. (Contains 47 references.) (MKA)

ED 436 705   CG 029 702

Corder, Gregory W.
Values Clarification: An Issue Related Paper.
PUB DATE- 99
NOTE- 11p.; Paper presented at the James Madison University School of Education Inquiry Forum (Harrisonburg, VA, April 30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ethics; High Schools; Humanism; Middle Schools; Parent Influence; Teacher Influence; *Values Clarification; Values Education

Values clarification involves presenting a hypothetical situation to students that requires them to make a moral judgment. That moral judgment must be publicly affirmed by the student, but not criticized by others. Values clarification's philosophical

Based Model for Educating Teachers of Literacy" (Gay Su Pinnell); "The Role of Early Literacy Interventions in the Transformation of Educational Systems" (Janet S. Gaffney and Susan Y. Paynter); "Early Writing: Teachers and Children in Reading Recovery" (Diane E. DeFord); "Descubriendo la Lectura: An Early Intervention Literacy Program in Spanish" (Kathy Escamilla); "Descubriendo la Lectura: Un Programa en Espanol de Lecto-Escritura para las Primeras Etapas" (Kathy Escamilla); "Sustained Effects of Reading Recovery Intervention on the Cognitive Behaviors of Second Grade Children and the Perceptions of Their Teachers" (Billie J. Askew and Dianne F. Frasier); "Reading Recovery and Learning Disability: Issues, Challenges, and Implications" (Carol A. Lyons); "Reading Recovery: The Wider Implications of an Educational Innovation" (Marie Clay); and "Reading Recovery in New Zealand: A Report from the Office of Her Majesty's Chief Inspector of Schools." Articles in the second issue of the journal are: "Introduction to the Reading Recovery Council of North America" (Gay Su Pinnell); "The Role of Talk during Interactive Storybook Reading in a Kindergarten Classroom" (Andrea McCarrier); "Reading Recovery in England" (Angela Hobsbaum); "Learning to Read: Insights from Reading Recovery" (Noel K. Jones); "Factors Affecting Students' Progress in Reading: Key Findings from a Longitudinal Study" (Kenneth J. Rowe); "Reading Recovery: Una Vision General" (Stanley L. Swartz y Adria R. Klein); and "Errata: A Report from the Office of Her Majesty's Chief Inspector of Schools." (RS)

ED 436 725 CS 013 776

Literacy, Teaching and Learning: An International Journal of Early Literacy, 1996.
PUB DATE- 96
NOTE- 189p.; Published twice a year. For the 1995-1998 issues of this journal, see CS 013 775-777.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Early Intervention; *Emergent Literacy; English (Second Language); High Risk Students; *Instructional Effectiveness; Learning Disabilities; Oral Language; Phonics; Primary Education; *Reading Difficulties; Reading Research; *Remedial Reading; Special Education; Teacher Attitudes; Writing Research
IDENTIFIERS- *Reading Recovery Projects

Developed as a vehicle of communication for the Reading Recovery Council of North America, this journal represents an international effort to connect researchers, teachers, and all those interested in early literacy. Articles in the first issue of this second volume are: "Oral Language: Assessment and Development in Reading Recovery in the United States" (Lance M. Gentile); "'But I Just Want to Teach Regular Kids!' Understanding Preservice Teachers' Beliefs about Teaching Children Experiencing Difficulty Learning to Read" (Susan L. Nierstheimer, Carol J. Hopkins and Maribeth Cassidy Schmitt); and "Success of Old Order Amish Children in a Strategy-Oriented Program for Children At Risk of Failure in Reading" (Joseph F. Yukish and John W. Fraas). It also contains articles reprinted from other sources: "Learning Disabilities: A Barrier to Literacy Instruction" (Richard Long); "Helping Low-Achieving First-Grade Readers: A Program Combining Reading Recovery Tutoring and Small-Group Instruction" (Linda Dorn and Anne Allen); and "Reading Recovery and Children with English as a

NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *Cognitive Processes; Early Intervention; Instructional Effectiveness; Primary Education; *Reading Difficulties; *Reading Instruction; Reading Material Selection; *Reading Processes; *Reading Strategies; *Teacher Role; Writing Processes
IDENTIFIERS- *Reading Recovery Projects

The goal in Reading Recovery is to support children to develop "in the head" operations or strategies that aid them to solve problems as they read and write continuous text. To help children in organizing experience and correct any idiosyncratic or unreliable relationships, teachers must understand how children develop their internal processing system, how they construct inner control, and how to best support their efforts. The means by which a system of language use is developed in the young literacy learner depends on refinement of both the cognitive and visual processing systems. As this internal processing system matures, the role of attention shifts and fluency is more constant. Reading Recovery teachers need to have a fairly accurate model of how each child normally solves his or her problems. The tasks of book introduction and first reading are important: by selecting a book carefully with an expectation of how this text will influence the child's internal processing system, the teacher takes into account how the child is currently able to solve problems. Within the first reading, teachers are observing and responding to the overall processing system, the partially correct responding, correct responding, and prompted responding. The goal is to facilitate the child's developing a self-extending system of literacy expertise. Contains 9 references. (RS)

ED 436 747 CS 013 799

Jackson, Mary
A Process for Site Selection of Reading Recovery Campuses.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *Early Intervention; Instructional Effectiveness; Models; Primary Education; Program Implementation; *Reading Difficulties; *Reading Instruction; *Selection; Student Needs; *Teacher Role
IDENTIFIERS- *Reading Recovery Projects; Texas

The Fort Bend Independent School District (a large, growing school district in Sugar Land, Texas) elected to become a Reading Recovery Teacher Training site and faced many decisions regarding effective implementation, including campus (school) selection. They began slowly with only two campuses the first year, added four to five the second year, and five in the third year. The plan of campus selection is a multi-tiered model which serves to: (1) ensure that campuses which implement Reading Recovery are committed to its effective implementation; (2) create a partnership between the central office and

Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Glossaries; #Interpretive Skills; Linguistic Theory; #Literary Criticism; #Literary Devices; #Literature Appreciation; Secondary Education; Vocabulary
IDENTIFIERS- #Literary Theory; Reading Concepts

As a glossary of basic terms for literature study and interpretation, this book draws on recent developments in literary theory and emphasizes the role of reading practices in the reproduction of literary meanings. As well as introducing new terminology relevant to this emphasis, the glossary reviews many traditional terms, such as "style" and "theme," in the context of contemporary approaches to the study of literature. It includes brief activities to help students develop a working knowledge of the concepts. Each entry is structured as a mini-lesson organized in four parts: "To Get You Thinking"; "Theory"; "Practice"; and "Summary." With examples drawn from classic literary sources as well as popular books, films, and television shows, this book is a resource for high school teachers interested in strengthening their own as well as their students' appreciation and understanding of the complexities of literary study. (EF)

ED 436 770 CS 216 952

Fuchs, Lucy
Europe: Language Arts around the World, Volume I. Cross Curricular Activities for Grades 4-6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; #Cultural Traits; Folk Culture; #Foreign Countries; Integrated Activities; Intermediate Grades; #Language Arts; Multiple Intelligences; Reading Skills; Social Studies; Spelling; Thematic Approach; Units of Study; Writing Skills
IDENTIFIERS- #Europe

Suggesting that students in the intermediate grades can explore the world around them and practice valuable skills in spelling, reading, writing, communication, and language, this book presents cross-curricular units designed to integrate language-arts activities into the study of European cultures. The units in the book reach diverse needs by working through emotional memory, deductive reasoning, and multiple intelligences. Features of the book include: ready-to-use activities; emphasis on skills; reading texts; and group demonstrations. After an introduction on the role of language arts in social studies, units in the book deal with Great Britain and Ireland; France; Spain; Germany; and Italy. Appendixes list 11 additional resources on folktales and legends, annotations of 4 children's books about other cultures, and 8 web sites that offer general information. (RS)

ED 436 771 CS 216 953

Fuchs, Lucy
Central and South America: Language Arts around the World, Volume II. Cross Curricular Activities for Grades 4-6.
SPONS. AGENCY- Office of Educational Research and Improvement

PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Advocacy; Early Childhood Education; *Family Literacy; *Federal Government; Legislation; State Government

Focusing on advocacy (as distinct from lobbying) at the federal level of government, the purpose of this guide is to help develop and implement an action plan for family literacy advocacy. Its advice may be adapted to state and local elected officials as well as those in the non-political environment. Sections of the guide address advocating for family literacy; how a bill becomes law; appropriation bill timetable; ways to advocate (including letter writing campaigns, making telephone calls, visits by public officials, and visiting Senators and Representatives); key Senate Committees to contact; key House Committees to contact; roles of Congressional staff; and what to say when asked "Why family literacy." Contains 12 print resources for advocates and a 95-item glossary of legislative terms. (RS)

ED 436 792 CS 216 977

The Family Literacy Answer Book: A Guidebook for Teachers and Administrators of Family Literacy Programs.
PUB DATE- 97
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Curriculum Development; Early Childhood Education; *Family Literacy; Lesson Plans; Parent Child Relationship; Parent Participation; Program Implementation
IDENTIFIERS- National Center for Family Literacy

This book is designed to clarify the finer points of implementing family literacy programs, developing curriculum, and meeting the needs of adults, children, and families, while providing resources for effective family literacy programs. It is an answer book to many of the questions the National Center for Family Literacy is asked most often. Each chapter ends with sample forms which can be used in family literacy programs, as well as lesson plans for each of the four components of comprehensive family literacy programs (adult education, early childhood education, parent groups, and parent and child together time). Chapters in the book are: (1) "Family Literacy: An Overview"; (2) "Collaboration"; (3) "Curriculum Development"; (4) "Adult Education"; (5) "Early Childhood Education"; (6) "Infant/Toddler"; (7) "Parent and Child Together Time"; (8) "Parent Groups"; (9) "Home Visits"; and (10) "Component Integration." Contains 23 figures, 11 sample forms, 83 lesson plans, and 250 sources for further study. (RS)

ED 436 793 CS 510 172

Llewellyn, John T., Ed.
The Carolinas Speech Communication Annual, 1995.
PUB DATE- 95
NOTE- 64p.; For the annual volumes of this series for the period

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Alarm Systems; *Crime Prevention; Elementary Secondary Education; *Emergency Programs; Risk Management; School Safety; *School Security
IDENTIFIERS- ERIC Digests

This digest presents ways that school administrators can realistically assess their schools' security needs. It opens by reporting that some types of school violence are declining, such as self-reported weapon carrying and fighting on school property, which reflects an overall decline in youth violence. However, schools still must perform periodic, routine security assessments to ascertain their security needs. Checklist surveys that involve parents, students, law-enforcement personnel, community representatives, and school staff are important measures, and a security assessment performed by an independent consultant holds several advantages. Recent tragedies in schools have prompted some districts to consider adding high-tech security hardware, such as metal detectors. The usefulness of such detectors depends on the severity of the weapons problems, the availability of funds for staff and training, and possible negative effects on school atmosphere. Other security options include hand-held detectors, security cameras, and changing procedures and space allocation. An important component of any security measure is identifying potentially violent students and intervening before serious problems erupt. Staff and parents should be trained to recognize warning signs. Finally, every school should have a written crisis plan that features procedures for responding to a broad range of possible crises, including natural disasters, bomb threats, fire, and other situations. (Contains 10 references.) (RJM)

ED 436 815 EA 030 130

Hertling, Elizabeth
Conducting a Principal Search. ERIC Digest Number 133.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Selection; Elementary Secondary Education; *Guidelines; *Instructional Leadership; *Interviews; *Personnel Policy; Personnel Selection; *Principals; Recruitment
IDENTIFIERS- ERIC Digests

This digest presents steps that school boards and district decentralized management structure, clear purpose understood and supported by the school and community, effective program planning, and an effective monitoring program. The volume looks at the responsibility for activities that have significant, fluctuating, or highly unpredictable costs and the effort required in launching the process. It outlines the components of the school-site committee, such as the chairperson's role, and the school plan and school budget. The student-based allocation of funds, examples of allocations, the evaluation of pilot programs, and the necessary steps in evaluating change are also discussed. The final two chapters look at some of the "Dos and Don'ts" when implementing a school-based system. (Contains 95 references.) (RJM)

ED 436 834 EA 030 163

Nathanson, Jeanne H.
The Pocket Condition of Education, 1999.
PUB DATE- 99
NOTE- 33p.; Extracted from "The Condition of Education 1999."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Practices;
Educational Trends; Elementary Secondary Education; National
Surveys; Program Evaluation; *School Statistics
IDENTIFIERS- *Condition of Education (NCES)

This booklet contains a sampling of charts taken from "The Condition of Education 1999." It features graphs on trends in science performance of white and black 9-, 13-, and 17-year-olds; mathematics performance of 4th-, 8th-, and 12th-grade students; international comparisons of student performance in mathematics and science; reading performance of 4th-, 8th- and 12th-grade students; employment of noncollege youth; employment of young adults, by educational attainment; annual earnings of young adults, by educational attainment; internet access in public schools; student computer use; inclusion of students with disabilities in the least restrictive environment; teachers' feelings of preparedness; teachers' participation in collaborative activities; salaries of teachers; student victimization at school; student alcohol and drug use; fathers' involvement in their children's education; public elementary and secondary expenditures per student; preprimary education enrollment; elementary and secondary school enrollment; racial and ethnic distribution of college enrollments; recent school dropouts; racial and ethnic differences in the transition to college; bachelor's degrees conferred, by field of study and race-ethnicity; graduate field of study, by sex and race-ethnicity; and international comparisons of educational attainment, by age, sex, and country. (RJM)

ED 436 835 EA 030 164

Kaufman, Phillip; Chen, Xianglei; Choy, Susan P.; Ruddy, Sally
A.; Miller, Amanda K.; Chandler, Kathryn A.; Chapman,
Christopher D.; Rand, Michael R.; Klaus, Patsy
Indicators of School Crime and Safety, 1999.
PUB DATE- 99
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -
Research/Technical (143)

Districts; *Small Schools; State Aid; *State Courts
IDENTIFIERS- Tennessee; Vermont; Wisconsin

This report describes the legislative response to state supreme court rulings on rural and small schools and districts. The paper addresses the following questions: How have rural and small schools and school districts been affected by state supreme court rulings and subsequent legislation? What has been the experience of rural and small school districts/schools in regard to school-finance litigation in selected states? and What school-finance issues continue to plague rural and small school districts in states where litigation has occurred? The population for the study consisted of those states, from 1989 on, where the supreme court has ruled on the constitutionality of the education-finance system. Three states were then selected for in-depth study. The report is organized into 4 chapters. Chapter 1 provides the results of the survey of the states. It explains how finance systems have changed and looks at additional funding for rural and small and geographically isolated schools/districts. The chapter also describes the effects on transportation, school consolidation, and resource sharing. Chapter 2 discusses the state of Tennessee, whereas chapters 3 and 4 examine the states of Wisconsin and Vermont, respectively. Each chapter outlines the study methodology and provides an overview of the state, which includes a historical perspective on school funding. (Each chapter contains references.) (RJM)

ED 436 854 EA 030 186

Merriwether, Regina Wagner
A Study of Teachers' and Principals' Perceptions of Shared Decision Making in Georgia Charter Schools.
PUB DATE- 99
NOTE- 12p.; The word "Perceptions" is misspelled in the title on cover page and abstract page.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Charter Schools; *Decision Making; Democratic Values; Educational Administration; Educational Philosophy; Elementary Secondary Education; *Participative Decision Making; *Principals; *Teacher Attitudes
IDENTIFIERS- *Georgia

This article analyzes a study that examined Georgia charter-school teachers' and principals' perceptions of the ideal and actual practices in eight key areas of shared decision making: budgeting, curriculum/instruction, facilitating procedures, goals/visions/mission, operations, staffing, staff development, standards, and their overall impressions of shared decision making. The study focused on Georgia charter schools where teachers' and principals' perceptions of the ideal and actual practices in shared decision making are congruent and incongruent. The study's purpose was to enable practitioners to assess extant shared decision making, plan for implementation of increased shared decision making, and add to the evolving body of knowledge on shared decision making and charter schools. The research sample included 21 charter schools with a combined student population of 22,000. The results show that teachers' perceptions of the ideal and actual practices in, and overall impression of, shared decision making were incongruent, suggesting that teachers did not have a consistent knowledge base about shared decision making. Likewise, principals' perceptions of the ideal and actual practices were significantly different, indicating that the principals did not individualized education and family programs, assessment, data collection, goals and objectives, instructional interventions, and strategies for one-to-one instruction and reinforcing lessons); and (5) working with culturally diverse children and youth and their families. The format for the instructional modules includes: instructional objectives, time required, equipment and resources required, suggested training activities and exercises, background information for the trainer, and handouts and transparencies. Training procedures involve small group discussions, brainstorming, problem solving, case studies, and role plays. (References accompany each module.) (CR)

ED 436 874 EC 307 547

Center, David; Kemp, Dawn
Temperament as a Potential Factor in the Development and Treatment of Conduct Disorders.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Council for Children with Behavioral Disorders Conference (Dallas, TX, September 30-October 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Antisocial Behavior; *Behavior Disorders; *Behavior Modification; Biological Influences; Child Development; Children; Family Influence; Intervention; Outcomes of Treatment; *Parent Child Relationship; Parent Role; Personality; *Personality Traits; Social Development; *Socialization; Symptoms (Individual Disorders)
IDENTIFIERS- *Eysenck (Hans J)

This report examines the development of Conduct Disorder (CD) in children and adolescents from the perspective of Hans Eysenck's bio-social theory of personality. The theory views personality as a product of the interaction of temperament and socialization. Eysenck's three-factor model of personality is comprised of Extroversion (E), Neuroticism (N), and Psychoticism (P). The temperament based traits P, E, and N and their interactions are discussed in relation to Eysenck's antisocial behavior hypothesis and the development of CD. The interaction of socialization with temperament in the development of antisocial behavior is also discussed. Intervention suggestions for antisocial behavior based on Eysenck's theory as well as some possible temperament treatment interactions are presented. Interventions for CD identified as well established or as probably efficacious using criteria developed by the American Psychological Association and possible temperament considerations in their use are covered. Effective treatments include parent training groups and videotaped parent training to prepare parents for their role as socialization agents. Finally, the possible contribution of temperament profiles to Kazdin's proposal for the use of a chronic disease model when treating CD is discussed. (Contains 52 references.) (Author/CR)

ED 436 875 EC 307 548

McGrath, Breeda
National Policy on Inclusion of Students with Special Educational Needs in Italy, Ireland, and the United States.
PUB DATE- 99

Free Appropriate Public Education (FAPE): Special Education and Related Services. Issues in Education. Technical Assistance Bulletin.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Delivery Systems; *Disabilities; Elementary Secondary Education; *Federal Legislation; Financial Support; Health Insurance; Health Services; Individualized Education Programs; School Districts; *School Responsibility; *Special Education
IDENTIFIERS- Missouri; *Related Services

This bulletin provides guidance and direction to Missouri local education agencies (LEAs) and Individualized Education Program (IEP) teams regarding the U.S. Office of Special Education Program's findings that indicated Missouri students with disabilities were not always receiving all of the special education and related services that were required to meet their unique needs. It also was found that medical services for diagnosis or evaluation (such as hearing and vision evaluations) were not always provided without cost to the parent. The bulletin outlines the responsibilities of LEAs in providing appropriate special education and related services to students with disabilities. Federal legislation is reviewed, and school districts are reminded that for each identified student with a disability, the district must develop an IEP that ensures the student will receive a free appropriate public education. Information is provided on: (1) how decisions are made about related services; (2) the use of private physicians, private insurance, and other funding sources for related services; (3) who can provide related services; (4) considerations for related services; and (5) the definition of related services. Included is a reference for IEP teams when considering related services for students with disabilities. (CR)

ED 436 894 EC 307 567

Grading, Awarding Credit, and Graduation for Students with Disabilities. Issues in Education. Technical Assistance Bulletin.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Credits; Degree Requirements; *Disabilities; Educational Discrimination; Educational Legislation; Federal Legislation; *Grading; *Graduation Requirements; Secondary Education; State Regulation
IDENTIFIERS- Individuals with Disabilities Education Act; Missouri; Rehabilitation Act 1973 (Section 504)

This bulletin provides information to Missouri school districts on grading, credits, and graduation for students with disabilities. It reviews the difference between the Individuals with Disabilities Education Act and Section 504 of the

1970, 1970 to 1990, and 1990 to 1999. The review then goes on to consider implications of neuro-imaging technology, a look at frontal lobe and parietal lobe involvement, and implications of the neuro-transmitter dysfunction theory. Examination of ADD/ADHD and genetics reviews family studies, twin studies as a basis for ADHD genetic etiology, and adoption studies. Discussion of other genetic discoveries notes new research concerning the thyroid hormone receptor and a dopamine transporter gene. The final section considers assessment and treatment of ADD/ADHD including current assessment procedures, traditional treatment, and other treatment approaches. One of the five conclusions is that neurological studies involving brain scans indicate brain peculiarities in approximately 70 percent of the children diagnosed with ADD/ADHD. (Contains 39 references.) (DB)

ED 436 913 EC 307 587

Technical Assistance and Training for Service Providers of Children with Deafblindness in Delaware. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 232p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Deaf Blind; Elementary Secondary Education; Family Programs; Graduate Study; Higher Education; *Inservice Teacher Education; Institutes (Training Programs); *Parent Education; *Staff Development
IDENTIFIERS- *Delaware

This final report describes activities and accomplishments of a four-year federal grant providing technical assistance and training for service providers of children with deafblindness in Delaware. The project included annual orientation workshops for new staff, family learning weekends, and eight summer institute graduate courses jointly sponsored by the University of Delaware. The report summarizes specific activities to accomplish its goals for each year including agenda items for the annual 2-day workshop, the specific graduate courses offered each summer, on-site technical assistance provided, specifics of the annual family learning weekends, and activities to support family networking. Implications of the project are identified, such as ongoing inclusion of the graduate courses in the university program. Four appendices comprise most of this document and contain a project job description; agenda, attendance, and evaluation summaries of the orientation workshops; course offerings, flyers, attendance, and evaluation summaries of the summer institutes; and the flyer, attendance, agenda, and evaluations of the family training activities. (DB)

ED 436 914 EC 307 588

Services for Children with Deaf-Blindness: Illinois State Project. Final Performance Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 16p.; For a 1995 report on the Illinois Deaf-Blindness Program, see ED 391 281.
LANGUAGE- English

Implementation

The total cost of ownership (TCO) of computer technology in California's K-12 public schools is assessed via a study of two high schools, one elementary school, and one school district that have implemented successful technology programs. The research covers four fundamental problems in technology ownership that add costs to schools and create problems for educators: (1) lack of technical expertise; (2) lack of sustained funding; (3) lack of incentive to manage technology efficiently; and (4) difficulties in managing technology programs. Three State policies are recommended to help schools and school districts identify, plan, and manage TCO for technology. The first requires schools to have separate budget accounts for technology in the school budget. The second divides State funding into four phases with each contingent on a school's readiness to proceed to the next phase. The third creates incentives for school districts to provide technology support more efficiently. Appendices provide the best practices for each phase of the life cycle of owning and managing technology, and descriptions and overviews of each of the study's schools and the school district. (Contains 24 references.) (GR)

ED 436 936 EF 005 538

Illig, David C.
Early Implementation of the Class Size Reduction Initiative.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; Program Evaluation; Program Implementation; Public Schools; *School Space; School Surveys; *State School District Relationship; Student School Relationship; Teacher Response
IDENTIFIERS- California; *Class Size Reduction

A survey of school districts was conducted to determine the initial progress and problems associated with the 1997 Class Size Reduction (CSR) Initiative. Data reveal that most school districts had enough space for smaller classes for at least two grade levels; small school districts were much less likely to report space constraints. The CSR did cause some collective bargaining problems for some districts concerning smaller class size costs curtailing teacher salary increases and workload concerns. Finally, the mandated CSR teacher training is being mostly conducted on an ad hoc basis with little attention being paid to core materials needed. Several policy issues are examined that could impede CSR's future progress. Issues include the ability of smaller classes to actually improve student performance, fading interest from parents and teachers, CSR funding eroding available funding for other programs, space constraints preventing equal implementation within school districts, and teacher supply increasing rapidly enough to prevent bottlenecks. An appendix provides summary information on the study's research sample. (GR)

ED 436 937 EF 005 539

Ross, Zev A.; Walker, Bill
Reading, Writing and Risk: Air Pollution Inside California's Portable Classrooms.
SPONS. AGENCY- Clarence T. Heller Charitable Foundation, San Francisco, CA.; Richard and Rhoda Goldman Fund, San Francisco,

"Japanese Students in the U.S.: Cultural and Linguistic Challenges"; "The U.S. Kosovar Refugee Problem: Operation Provide Refuge"; "Rules and Reality: Prescriptive vs. Descriptive Grammar"; "Learning English: A Prescription for Health and Safety"; "Multiple Intelligences: Teaching the Whole Student"; "Voice of America's Special English 40th Anniversary; "Preparing Students for Higher Education"; "Teaching Brazilian Students"; "USIA 1953-1999: Telling America's Story to the World"; "ESL/EFL Book Publishing: A World of Opportunity"; "Resources for Teaching ESL Students Who Are Deaf"; "Trends in English Language Education in China. Each issue also includes regular features such as "Editor's Note"; "Letters to the Editor"; "News Briefs"; "Conference Calendar"; "Reviews"; and "Catalogue Showcase." (KFT)

ED 436 959   FL 026 071

Boy, Nancy Omaha, Ed.
The Journal of Accelerated Learning and Teaching, 1996.
PUB DATE- 96
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); Adult Education; Career Choice; *Cognitive Style; Culturally Relevant Education; *Instructional Innovation; *Learning Strategies; Learning Theories; Locus of Control; Role Playing; Second Language Instruction; Second Language Learning; Self Concept; Semantics; Suggestopedia; Teaching Methods

This document comprises the entire output of this journal for 1996. Article titles include the following: "Application of Learning Styles in Accelerative Learning and Teaching"; "Learning Styles: A Synthesized Model"; "Using Learning Styles in Education: Research and Problems"; "Teaching Students through Their Culturally Specific Learning Styles"; "Examining the Relation of Learning Styles and Vocational Choice"; "Effects of Supervisor Instructional and Supervisee Learning Styles on Development of Basic Counseling Skill Competency"; "Role Playing in Accelerative Teaching"; "On Reading, Teaching Reading and Affective Semantics"; and "Study of Health Condition, Locus of Control and Self-Concept of Adult Students in the Process of Foreign Language Suggestopedic Learning." All the articles focus on the latest ideas and empirical research in the field of accelerated learning and teaching. (Each article contains references.) (KFT)

ED 436 960   FL 026 072

Boy, Nancy Omaha, Ed.
The Journal of Accelerated Learning and Teaching, 1997.
PUB DATE- 97
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); Adult Education; Brain Hemisphere Functions; Business Education; Cognitive Ability; *Cognitive Style; Computer Assisted Instruction; *Instructional Innovation; Learning Strategies; Suggestopedia; Teaching Methods

This document comprises the entire output of the journal for 1997. In the first article, "How Can Educational Psychology Be Meaningful?," E. Jensen's 1995 book, "Brain-Based Learning and Teaching," is reviewed, concluding that the book would be assessment tools (supplemented by assessment tools from other sources when needed to illustrate particular points). Among the general conclusions were that teachers are more willing to use newer methods when they become more familiar and confident with them, and that for that to happen administrative support is crucial. (Contains 25 references.) (KFT)

ED 436 979   FL 026 103

Frutiger, Eliso
Selected Strategies and Activities To Provide Challenging Instruction to ESOL Students in Content Area Courses.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acculturation; Class Size; Classroom Techniques; Cultural Awareness; Elementary Secondary Education; *English (Second Language); Evaluation Methods; Instructional Materials; Language Minorities; Language of Instruction; *Limited English Speaking; *Parent Participation; Professional Development; *School Community Relationship; Second Language Instruction; Second Language Learning; Student Evaluation; Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- *Georgia (Atlanta)

This paper describes how a large school district in suburban Atlanta, Georgia dealt with the challenges presented by the relatively sudden influx of a large number of highly heterogeneous limited-English-proficient (LEP) students. The eight most critical specific problems that underlay the assimilation of the new students included the following: a lack of proper assessment techniques; a largely negative categorization of the limited-English students by both students and teachers; low expectations; a lack of strategies to deal with the problem; a lack of multicultural awareness; almost no parental involvement in the classroom; a lack of community support; and too large of a student-teacher ratio in content area classrooms. Half of these problems must be solved through administrative action or planning by lowering the student teacher ratio in classes with larger numbers of LEP students; securing more and better evaluative materials to allow for a more effective assessment of each student; building greater community support programs for LEP students; and promoting greater parental involvement. The other half of the solution requires professional development for teachers, including: cultural sensitivity training; success orientation training; and training to use practical strategies and methods. Attached are appendices that could be the focus of training in the use of practical strategies and methods. Forms include: ESOL Strategies Used in Content Area Courses for Vocabulary Enrichment/Expanding Comprehension; ESOL Strategies at the Beginning/Intermediate/Advanced Level; Program Models and Approaches of Instruction for LEP Students; and List of Some General Problems and Solutions. (Contains 16 references.) (KFT)

ED 436 980   FL 026 104

Birdsong, David, Ed.
Second Language Acquisition and the Critical Period Hypothesis. Second Language Acquisition Research: Theoretical and

Student Financial Aid; Student Loan Programs; *Tax Credits; *Tuition

The federal government enacted the Taxpayer Relief Act in 1997. Whereas other federal student aid programs have used grants, scholarships, and loans to help students and their families finance college, the new law has made college more affordable by providing new federal income tax credits, savings incentives, and deductions for interest paid on student loans. This policy guide examines the implications of these federal tax provisions for state higher education policy. It describes federal tax credits designed to help students and their families to meet the current expenses of college: the HOPE Scholarship and Lifetime Learning tax credits, the new tax incentives concerning college savings, and the new provisions regarding student loans. The second section of the guide describes several state policy options in response to the new federal tax credits, while section three makes recommendations regarding state policy. (Contains 28 references.) (JM)

ED 437 002 HE 032 690

Frost, Susan H.; Jean, Paul M.

Distances between Disciplines: Influences of Interdisciplinary Discourse on Faculty Scholarship and Interaction at One University. ASHE Annual Meeting Paper.

PUB DATE- 99

NOTE- 35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; College Faculty; Educational Research; *Faculty College Relationship; *Faculty Development; Group Dynamics; Higher Education; Individual Development; *Intellectual Development; Intellectual Disciplines; *Interaction; *Interdisciplinary Approach; Interpersonal Relationship; *Scholarship

IDENTIFIERS- *ASHE Annual Meeting; Emory University GA

This qualitative case study explores the influences of sustained discourse across disciplines on college faculty attitudes and behaviors related to scholarship and intellectual interaction. The study, conducted at Emory University (Georgia), involved 25 faculty who had participated in a series of semester-long seminars that explored topics of common concern among university faculty. The sample reflected various departments, disciplines, ranks, and experience (excepting the business school). Participants were asked semistructured, open-ended questions concerning the general nature of the seminar experience, positive and negative features of the seminars, and ways in which the seminars might have been improved, as well as questions about what influence the seminars had on participants' interactions with other faculty members and on their ties to the university. It was concluded that the seminar series expanded the intellectual horizons of all participants by providing a model for interdisciplinary discourse and encouraging exploration of different approaches to knowledge and truth. The program also built a reservoir of good will that enabled participants to engage in unfamiliar and difficult discourse. Many participants also developed a wider and warmer view of the university as more than a collection of disparate parts, and for many the seminar helped mitigate feelings of intellectual or physical isolation. (Contains 46 references.)

ED 437 022 IR 019 832

Nanlohy, Phil, Ed.; van Vliet, Ron, Ed.
"Get Smart in 99." NSWCEG Annual Conference Program and Proceedings.
PUB DATE- 99
NOTE- 93p.; CD-ROM not available with EDRS copy.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Non-print Media (100)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; *Computer Uses in Education; Conferences; *Educational Technology; Elementary Secondary Education; Foreign Countries; Instructional Design; *Instructional Development; *Instructional Innovation; Internet; Learning Activities; Material Development; Multimedia Materials; Optical Data Disks; Professional Development; World Wide Web
IDENTIFIERS- Australia (New South Wales)

The following papers are included in these proceedings from the New South Wales Computer Education Group (NSWCEG) conference: "The Origins of a Global Learning" (Al Rogers); "Moving Beyond 'Know How' to 'Know Why': CLICK! Computers and Learning in Classrooms: K-6" (Dianne P. Chambers); "Technology Planning: A Strategic Learning Technologies Plan" (John Dance-Wilson); "Adventure Games and the Problem Solving Process" (John Dance-Wilson); "Develop Innovated Texts Using ClarisWorks" (John Dance-Wilson); "Fast and Free: Creating a Web Class with 'Nicenet'" (Jenny Evans); "Professional Development through the Adoption of Multimedia Authoring in a State Primary School" (Lindsay Freeman); "Planning and Designing an Award-Winning School Website" (Daphene Gonzalvez); "Multimedia Authoring for School Students--Inventing New Possibilities for Demonstrating Student Learning" (Phil Nanlohy); "Multimedia Authoring for School Students: An Introduction to Hyperstudio" (Phil Nanlohy); "Lost Lake Lessons: The Making of a Democratic Learning Environment" (Phil Nanlohy); "Working as a Team across the Internet" (Wayne Richmond and David Heggie); "Leadership in Technology: A Luddite's Metamorphosis" (Peter Scully); "Think Globally...Act Locally: Creating an Online Community Using eGroups--A Hosted Email List Provider" (Nicole Sprainger); "The Laptop Programme at Central Coast Grammar School" (Keith Vallis); and "21st Century Bedrooms" (Joanne Webster). (AEF)

ED 437 023 IR 019 833

Hoerner, John Martin, Jr.
Emerging Information Technologies, Psychological Type, and Learning Styles: Evaluating Competing Methodologies for Teaching Television Lighting.
PUB DATE- 98
NOTE- 26p.; Paper presented to the Annual Convention of the Research Division of the Broadcast Education Association (44th, Las Vegas, NV, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Educational Technology; Higher Education; Instructional Effectiveness; *Instructional Materials; *Optical Data Disks; Student Attitudes; Television; Videotape Recordings
IDENTIFIERS- Myers Briggs Type Indicator

local experts, realia, child-conducted experiments, and craft activities. This document presents the "Who, What, When, Where, Why, and How" of 25 science programs for children. A checklist of guidelines for planning and presenting science programs, recommendations for children's science education, and safety considerations for science programming are provided. Contains a 22-item annotated bibliography of Science Book Awards and review journals, a 14-item list of professional reading and reference books, and a 94-item bibliography of children's literature used during a library-tested science program and described in this publication. (AEF)

ED 437 043 IR 057 562

Colorado State Library Annual Report, 1998-1999.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Library Administration; *Library Development; Library Funding; Library Materials; Library Networks; Library Services; Newsletters; Program Development; Reference Services; School Libraries; Shared Resources and Services; *State Libraries; Telecommunications
IDENTIFIERS- *Colorado State Library; Networking; Web Sites

This annual report from the Colorado State Library describes highlights of developments that took place in the past year. Discussion includes Library Services and Technology Act (LSTA) administration; school library media development; programs to promote library literacy and diversity; the State Publications Library; StateLINC distribution program and administration; the Colorado State Department of Education Web site support services; launch of the Standards & Assessment Resource Bank Web site; Library telecommunications; publications and public information; public relations; institutional library services; special projects of the Library Research Service; networking and resource sharing by the Access Colorado Library and Information Network (ACLIN); and the Colorado Talking Book Library. Also included is a 1998-1999 general funds summary outlining state budgeted funds for specific library program items. (AEF)

ED 437 044 IR 057 563

Telecommunications Technology: Federal Funding for Schools and Libraries. Report to the Chairman, Committee on Commerce, and the Chairman, Committee on Education and the Workforce, House of Representatives.
PUB DATE- 99
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Federal Aid; Federal Programs; *Information Technology; *Library Funding; Program Development; *School Libraries; Tables (Data); *Telecommunications

This document reports on federally created or facilitated programs for helping schools and libraries with their telecommunications and information technology efforts. Brief answers to specific questions on program characteristics, potential for duplication, coordination efforts, and available

ED 437 062 IR 057 598

Danley, Elizabeth B.; Forde, Janet Lynch; Lahmon, Jo Ann; Maddox, Beverly K.

Unleashing the Theory: Connecting Learning Theory to Building Information Seeking Skills.

PUB DATE- 99

NOTE- 12p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Background; Elementary Secondary Education; Foreign Countries; *Information Literacy; *Information Seeking; *Information Skills; Instructional Design; Learning Resources Centers; Learning Theories; Librarian Teacher Cooperation; Librarians; *Library Instruction; Library Role; Library Surveys; Postsecondary Education; Problem Solving; School Libraries; Skill Development; Teaching Methods; Training

IDENTIFIERS- United States

This study surveyed 126 school librarians in 18 countries, representing 131 schools serving more than 113,260 students. The survey instrument requested respondents to describe techniques they used to facilitate information literacy, their perceptions of their functions in the development of independent learners, and the training they received that enabled them to mediate information seeking and use skills. Survey data revealed that the respondents relate information skills instruction to students' interests, work with other teachers to place information seeking skills within the context of students' course work, and encourage students to share ideas and skills with each other as they build their own search strategies. Results indicate that the creation of independent, self-directed, lifelong learners is the goal of school librarians over the world. Data also reveal that most of the respondents spend less than one quarter of their time working with teachers to plan connected programs and that many school libraries are understaffed. (Author)

ED 437 063 IR 057 599

Moore, Penny

Revealing Thinking: Teachers Working Together on Information Literacy.

PUB DATE- 99

NOTE- 12p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Education; *Faculty Development; Foreign Countries; *Information Literacy; *Information Skills; Librarian Teacher Cooperation; *Problem Solving; *School Culture; School Libraries; Teacher Workshops

Glendale Community College Campus Profile '99.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Access to Education; *Accountability; College Faculty; Community Colleges; Educational Finance; Evaluation Criteria; Evaluation Utilization; *Institutional Characteristics; Student Needs; Two Year Colleges
IDENTIFIERS- *Glendale Community College CA

The Campus Profile is an annual publication designed to help faculty, staff, and students understand Glendale Community College's (California) diverse operations and make informed decisions. The publication is organized around the statewide accountability model. This year's Campus Profile includes more accountability performance measures than in previous years. In particular, it includes Key Performance Indicators (KPIs) defined in the college's Educational Master Plan. This report contains five sections and an index. Section 1 looks at the Glendale community profile, which describes housing characteristics, ethnicity, population by age cohorts, and area school information such as the Glendale Unified School District demographics and high school articulation. Section 2 reports on student access, with discussions on enrollment and demographics, student needs, and additional access-related KPIs. Total headcount for fall 1998 was 23,013 students. Section 3 discusses student success, which looks at course-taking, student outcomes/equity, educational goals, degree and certificate completion, time to goal completion, and additional success-related KPIs. Section 4 looks at staff composition, focusing on the present workforce, full-/part-time (AB 1725) ratios, staff development, and additional staff-related KPIs. Section 5 discusses the fiscal condition with a look at the general revenue, expenditures, general fund balances, and additional fiscal KPIs. (VWC)

ED 437 083 JC 000 043

Assembly Bill No. 420, Chapter 738.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adjunct Faculty; *Community Colleges; *Faculty Recruitment; *Health Insurance; *Part Time Faculty; *State Legislation; State Regulation; Substitute Teachers; Teacher Employment Benefits; Two Year Colleges
IDENTIFIERS- *California

This document outlines the proposals in Chapter 738 of Assembly Bill 420, including: (1) the California Postsecondary Education Commission should conduct a comprehensive study of the part-time faculty, employment, salary, and compensation patterns of the California Community Colleges; (2) the schedule of salaries should be paid based on a uniform allowance for years of training and years of experience, thereby increasing the responsibilities of community college district governing boards and imposing a state-mandated local program; (3) the term "part-time faculty" should mean any faculty member whose assignment equals or exceeds 40% of the cumulative equivalent of a minimum full-time teaching assignment, and that faculty members no longer must teach in two or more districts; (4) part-time

A Self-Evaluation of the Developmental Studies Programs: Report on Phase One of the Evaluation.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Persistence; Basic Skills; *College Outcomes Assessment; *Community Colleges; *Developmental Studies Programs; Educational Assessment; Evaluation Methods; Institutional Evaluation; *Outcomes of Education; Program Effectiveness; Program Evaluation; Remedial Programs; Self Evaluation (Groups); Student Development; Tables (Data); Two Year Colleges
IDENTIFIERS- *Houston Community College System TX

In the prevailing atmosphere of concern for basic skills development, Houston Community College System (HCCS) faculty and administration perceived the need for a self-evaluation of HCCS's developmental studies programs. The purposes of the resulting study are: (1) to evaluate the effectiveness of the institution's developmental studies programs by comparing program outcomes to accepted benchmarks; and (2) to compare features and practices of the programs to professional standards in order to facilitate improved service to students. The particular purpose of Phase 1 is to compare HCCS's program with other state two-year institutions using specific remedial success indicators, in order to provide the context for a more detailed examination of HCCS's own developmental studies programs. The first measure utilized by this study is success on the TASP test. The second measure utilized is analysis of the 1994-95 incoming student cohort to determine how many completed remediation and related college-level work. The third indicator utilized was the performance of remediated students as compared with their unremediated peers. The fourth indicator used was the rate of student success as analyzed by student ethnicity. The conclusions state that HCCS serves a particularly underprepared population of students who, after remediation, succeed at a comparable or higher rate than similar students at other colleges. (Contains 15 references.) (VWC)

ED 437 104 JC 000 064

Armstrong, William B.; Takahata, Gail M.; Barnes, Randy A.
Indicators for Excellence: San Diego Community College District (SDCCD) Transfer Tracking Study, January 1998-September 1998.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Records; *College Admission; College Applicants; *College Transfer Students; *Community Colleges; Educational Trends; *Enrollment Trends; Higher Education; Outcomes of Education; Private Colleges; *Student Educational Objectives; Student Evaluation; Transfer Programs; Universities
IDENTIFIERS- *San Diego Community College District CA

This study evaluates the San Diego Community College District (SDCCD) transfer function to private and out-of-state four-year colleges and universities through the tracking of a sample of students. While the majority of transcripts sent by SDCCD are to California State University (CSU) or University of California (UC) campuses, this study shows that a large number

Using Technology To Revitalize the Lecture: A Model for the Future.
PUB DATE- 98
NOTE- 15p.; In its: "Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University"; see JC 980 309.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Active Learning; Cognitive Style; Community Colleges; *Computer Assisted Instruction; *Computer Uses in Education; Educational Change; Educational Facilities Design; Educational Facilities Improvement; Educational Innovation; Educational Resources; *Educational Technology; Facility Guidelines; *Nontraditional Education; Student Characteristics; Teaching Methods; Technological Advancement; Technology Education; Two Year Colleges

This paper presents background information on "why" some students may not be responsive to the traditional lecture/discussion classroom format. It offers a model, based on a "high-tech," state-of-the-art classroom facility, for revitalizing lectures. The author recounts her own classroom experiences as she attempted to integrate technology into her lectures. Despite initial facility inadequacies, the interactive/video classroom was constructed. With video, computer, and graphics display options in the classroom, the author was able to create a learning environment that was consistently intriguing, combine visual and interactive experiences with traditional lecture/discussion methods, develop a series of activities that unified learning, and use a variety of approaches that helped avoid boredom and tap into the various learning styles of students. Student responses to the technological integration have been extremely positive, with an increase in the number of course sections. Disadvantages of this teaching method include lack of resources, necessity for extended training, and lack of flexibility of teaching space. (Contains 10 references.) (YKH)

ED 437 124 JC 980 314

Lane, Jean
Survey of Technology Use in Mathematics at New Jersey's Community Colleges.
PUB DATE- 98
NOTE- 12p.; In its: "Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University"; see JC 980 309.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Calculators; *Community Colleges; *Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Computers; Educational Media; *Educational Technology; Instructional Design; Integrated Learning Systems; Internet; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Media Selection; Questionnaires; Teaching Methods; Technology Education; Two Year Colleges
IDENTIFIERS- *New Jersey

This report surveys the use of technology in mathematics at New Jersey's community colleges. Of the 19 colleges contacted, 16 responded. The first section discusses the use of graphics calculators in mathematics courses. A table summarizes the courses in which graphics calculators are used, whether they are recommended or required, and the brands used. The most widely used machine is Texas Instruments' TI-82/83, which most needed before assessments can be called valid; and (4) an assessment's reliability is an estimate of the measurement task's accuracy or precision as a measurement instrument. The method of gathering evidence and characteristics of the candidate were identified as common sources of error associated with both objective and performance assessment. The following additional sources of error were associated with performance assessment: characteristics of the assessor; context of the assessment; and range and complexity of the task(s). It was concluded that each of these sources of error must be controlled throughout the assessment and that establishing clear task specifications (including evidence to be collected and decision-making rules) will increase reliability. (Contains 60 references.) (MN)

ED 436 628 CE 079 470

Billett, Stephen; McKavanagh, Charlie; Beven, Fred; Angus, Lawrence; Seddon, Terri; Gough, John; Hayes, Sharon; Robertson, Ian
The CBT Decade: Teaching for Flexibility and Adaptability. An Overview.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Change Strategies; *Competency Based Education; Curriculum; Education Work Relationship; Educational Change; Educational Practices; Evaluation Methods; Foreign Countries; Hospitality Occupations; Job Training; *Labor Force Development; Metal Working; Personality Traits; Postsecondary Education; *Role of Education; Secondary Education; *Training Methods; *Vocational Education
IDENTIFIERS- *Australia; Impact Studies

The contribution of competency-based training (CBT) to the development of an adaptable and flexible workforce was examined by analyzing documents and gathering data from teachers, industry representatives, enterprises, and students in metropolitan and nonmetropolitan sites in two Australian states: Victoria and Queensland. The study focused on CBT's educational worth in the metals and hospitality industries and its influence on educational practice. The degree to which CBT itself can be identified as contributing to development of an adaptable, flexible workforce was concluded to be problematic and less significant than the contributions of the broader vocational education and training reform movement and the instructional and curriculum practices that existed before CBT's introduction. Antagonism between CBT and the development of adaptability and flexibility was discovered and attributed to CBT's focus on outcomes rather than process. A series of recommendations for boosting CBT's contribution to development of an adaptable, flexible workforce by modifying existing curricula, assessment, and teaching practice were offered. The recommendations related to curriculum focused on intents, content, and the quality of learning experiences. The recommendations regarding assessment addressed validity, reliability, and incentives for learning. The recommendations regarding teachers' practice emphasized broadening and deepening teachers' knowledge. (MN)

ED 436 629 CE 079 473

curricular categories in 1997 and to compare the 1997 patterns with those of earlier surveys. Previous studies have found that the proportion of high school students participating in vocational course sequences has declined during the 1980s and early 1990s, and vocational students have increasingly represented a low-achieving segment of the student population. To counter these tendencies, public and private initiatives have promoted new forms of high school vocational education that include academic studies and lead to postsecondary education. Data from the 1997 survey showed that students in a combined program were more similar to the overall student population in socioeconomic composition, though there was a relatively large proportion of females. Compared to vocational students, those in the combined program also expressed more confidence about completing high school and reported fewer absences. The new data showed that the number of students in combined programs continued to increase and that the combined programs have moved career and technical education toward the mainstream of the high school curriculum and involved a broader spectrum of students. (Contains 25 references.) (KC)

ED 436 647   CE 079 495

Maddy-Bernstein, Carolyn; Matias, Zipura B.
A Guide for Improving Career Guidance Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Counseling; *Career Guidance; *Guidelines; Inservice Teacher Education; *Models; Postsecondary Education; *Professional Development; *Program Improvement; Secondary Education; Standards

This guide was developed to help career guidance counselors and administrators improve their programs by adapting the best practices from exemplars and other models and by using standards suggested by national groups. The guide includes the guidance and counseling framework that the National Center for Research in Vocational Education uses for identifying exemplary programs on all educational levels, a list of benefits of comprehensive programs, national standards and state models, and an inservice model for improving career guidance programs. It also includes resources to help in the improvement process, such as related legislation, exemplary programs, worksheets, a glossary defining 18 words, and a bibliography that contains 99 references. (KC)

ED 436 648   CE 079 496

Perin, Dolores; Boehlen, Sophie
Integrating Academic and Career-Related Education: A Professional Development Guide for Community College Faculty.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.

Hughes, Katherine L.; Moore, David Thornton

Pedagogical Strategies for Work-Based Learning. IEE Working Paper No. 12.

SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Pew Charitable Trusts, Philadelphia, PA.

PUB DATE- 99

NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; *Education Work Relationship; Experiential Learning; *Learning Activities; Mentors; On the Job Training; Partnerships in Education; Pedagogical Content Knowledge; *School Business Relationship; Secondary Education; Task Analysis; Teaching Methods; Theory Practice Relationship; *Vocational Education; *Work Experience Programs

IDENTIFIERS- *Situated Learning

Fourteen school-to-work programs characterized by strong work-based learning components and solid employer involvement were examined in a 3-year study to identify pedagogical factors associated with successful work-based learning programs. The main data collection activities were as follows: site visits to the 15 programs to interview faculty, staff, students, and employers and to observe any classroom-based links to the work-based learning components; 2 telephone surveys (a survey of employers participating in the programs and a survey of employers not participating in programs); and case studies of 5 of the programs that included observations and interviews with 26 student interns. The researchers used a task analysis framework that was designed to analyze the situated pedagogy of particular work contexts. The following pedagogical strategies were identified and analyzed: front-loaded instruction; on-the-job training; just-in-time instruction; back-loaded instruction; mutual self-instruction; laissez-faire instruction; observation; and mentoring. Among the pedagogical tactics used within each strategy were the following: lecturing; tours; modeling/demonstrating; dry runs; giving orders; helping out; coaching; critical feedback; testing and checking; storytelling; reminding; trial and error; and practice. The case studies emphasized the importance of educators enhancing students' learning opportunities at the workplace with connected activities and exercises back at school. (Contains 22 references.) (MN)

ED 436 668 CE 079 537

Career and Life Role Common Curriculum Goals and Grade 12 Career-Related Learning Standards.

PUB DATE- 98

NOTE- 60p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Standards; *Career Development; Career Education; Communication Skills; Conflict Resolution; *Education Work Relationship; Elementary Secondary Education; Employment; Family Role; *Family Work Relationship; Job Satisfaction; Life Satisfaction; *Problem Solving; *Role

PUB DATE- 99
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adjustment (to Environment); Adult Education; Attitude Change; Automation; Behavior Modification; Career Education; *Computer Anxiety; Computer Networks; Coping; Desensitization; Employment Practices; Information Networks; Information Technology; Resistance (Psychology); *Stress Management; *Technological Advancement; *Technological Literacy; Telecommunications; *Work Environment

This book, which is addressed to workers who are uncertain about their future in increasingly high-tech workplaces, outlines a framework for taking action to overcome high-tech anxiety and to thrive in this new world of work. Chapter 1 discusses why so many people experience anxiety over the new information and communication technologies that now figure prominently in many workplaces, and it exposes four myths regarding high technology and the workplace. Chapter 2 details the framework's following six steps: reaching acceptance, achieving understanding, gathering knowledge, networking, building trust, and reinvention. Chapters 3-5, which focus on the framework's first three steps, explore the following three things workers need to do: accept change as a new constant in life; decide whether they fit into the new world of work; and keep alert to developments and avoid being blindsided by the future. The last three steps of the framework are considered in depth in chapters 6-8, which are devoted to the following three topics: learning to network and use networks to one's advantage; building the trust that is the key to the new connectivity that is, in turn, the cornerstone of business success today; and taking steps to acquire technological skills. (MN)

ED 436 686 CE 079 567

Birkenholz, Robert J.
Effective Adult Learning.
PUB DATE- 99
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning; *Adult Programs; Adult Students; Advisory Committees; *Andragogy; Distance Education; Educational Administration; *Educational Finance; Educational History; Educational Needs; Needs Assessment; *Program Development; Program Evaluation; Program Implementation; Student Characteristics; Teacher Selection; *Teaching Methods

This text addresses wide-ranging topics that provide foundational information and guidelines for present and future adult educators to consider as they contemplate decisions regarding adult education programs. Content and materials are organized as a practical reference for upper-level undergraduate or graduate students interested in planning and conducting adult education programs. Chapter 1 describes historical development of adult education. Chapter 2 examines the need for adult context is existentialist. The values clarification philosophies and methods were consistent with the radical humanistic ideas and the popular philosophies of the youth of the late 1960s. During the 1970s, approaches in humanistic therapy flourished. In "Values Clarification: A Handbook of Practical Strategies for Teachers and Students," S. B. Simon et al promote values clarification as not being concerned with the particular outcomes of any one individual's experience but with the process used to obtain his or her values. Simon asserts the traditional idea that right and wrong absolutes are obsolete and no final moral authority exists. Years later, motivated by various criticisms, Simon collaborated with L. W. Howe to publish a second book. That book reaffirmed values clarification and made clear misperceived interpretations of the theories in the first book. The four major sources of criticism were: religious conservatism, political conservatism, a therapeutic paradigm shift, and serious flaws with values clarification from the beginning. Given the amount of criticism directed at values clarification, should educators abandon it? Eventually, individuals are required to make a moral stance. Implementation of any type of values clarification should include parental consent. When students arrive upon a final moral decision, values clarification facilitators should carefully examine and even question decisions that may cause danger to others, even if the process that led to it is sound. The issues addressed in values clarification should be carefully examined before its use. (Contains 12 references.) (MKA)

ED 436 706   CG 029 704

Cunningham, Brian T.
Lessons for the Trail of Life: Conversation Starters for Parents and Children.
PUB DATE- 99
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adjustment (To Environment); *Child Development; *Childhood Needs; Early Adolescents; Elementary Education; *Life Events; *Parent Child Relationship; Values; Well Being
IDENTIFIERS- *Conversation

Young adolescence is an important and special period of transition on the trail of life. The child-becoming-an-adult needs to talk safely with an adult about the meaning of life and how to live it. This book, which is part journal and part workbook, provides an opening for the young person and the adult to have serious conversations with one another on issues that arise on the trail to adulthood. The journal provides 17 trail of life lessons for the youngster and adult to examine, and 17 structured opportunities for them to listen to and talk with one another, and to do an activity together. Both will read privately a brief reflection on a topic and think about what it means in their own life. Several questions are posed which should be answered in writing. The act of writing helps to crystallize thoughts in a logical and structured manner and provides an opportunity to re-examine ideas. After writing their answers, youngsters and adults get together to share their thoughts. This conversation is the most important part of the program. The open discussion enables both youngster and adult to grow and deepen themselves and their relationship. Topics include: attitude, persistence, decisions, health, Second Language" (Pauline E. Smith). Articles in the second issue are: "Phonics and Politics: 'Sounding Out' the Consequences" (Noel K. Jones); "A Vygotskian Perspective on Literacy Acquisition: Talk and Action in the Child's Construction of Literate Awareness" (Linda Dorn); "A New National Alliance: Special Education and Reading Recovery" (David J. Moriarty); "Early Intervention in Children with Reading Difficulties: An Evaluation of Reading Recovery and a Phonological Training" (Kathy Sylva and Jane Hurry); "The Mischief of the Lost Lesson: An Analysis of the Sources of Discontinuity in Reading Recovery Services" (Lee Skandalaris and Frederica C. Frost); "Pedagogical Reasoning: Understanding Teacher Decision Making in a Cognitive Apprenticeship Setting" (Cynthia B. Elliot); and "First and Second Round Reading Recovery: What Difference Does It Make for Discontinuation and Program Length?" (Anne K. Rhodes-Kline). (RS)

ED 436 726 CS 013 777

Literacy Teaching and Learning: An International Journal of Early Reading and Writing, 1998.
PUB DATE- 98
NOTE- 197p.; Published twice a year. For the 1995-1997 issues of this journal, see CS 013 775-776.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Early Intervention; *Emergent Literacy; High Risk Students; Instructional Effectiveness; Metacognition; Primary Education; *Reading Difficulties; Reading Research; *Remedial Reading; *Student Attitudes; Whole Language Approach; Writing Research
IDENTIFIERS- *Beginning Writing; *Reading Recovery Projects; Zone of Proximal Development

Developed as a vehicle of communication for the Reading Recovery Council of North America, this journal represents an international effort to connect researchers, teachers, and all those interested in early literacy. Articles in the first issue of this third volume are: "Relations between Children's Literacy Diets and Genre Development: You Write What You Read" (George Kamberelis); "At-Risk Children's Metacognitive Growth during Reading Recovery Experience: A Vygotskian Interpretation" (Beverly E. Cox, Zhihui Fang and Meribeth Cassidy Schmitt); "Reading Recovery in the United States: More than a Decade of Data" (Carol A. Lyons); and "Student Aspirations: Reading Recovery May Influence More Than Literacy Development" (Anne K. Rhodes-Kline and Russell J. Quaglia). Articles in the second issue are: "Scaffolding Emergent Writing in the Zone of Proximal Development" (Elena Bodrova and Deborah J. Leong); "Common Roots and Threads: Developmentally Appropriate Practice, Whole Language, and Continuous Progress" (Wendy C. Kasten, Elizabeth Monce Lolli, and Judith Vander Wilt); "The Early Development of a Self-Extending System in Writing" (Christine Boocock, Stuart McNaughton, and Judy M. Parr); and "An Examination of Sustaining Effects in Descubriendo la Lectura Programs" (Kathy Escamilla, Martha Loera, Olivia Ruiz, and Yvonne Rodriguez). (RS)

ED 436 727 CS 013 778

Council Connections: A Newsletter of the Reading Recovery Council of North America, 1996-1999.
PUB DATE- 99
NOTE- 196p.; See CS 013 779 for a special issue of this

campuses; (3) result in full-implementation at each campus; and (4) institutionalize Reading Recovery as a vital part of the district's overall literacy program. The district uses three steps in the selection process: application, interview, and classroom observation. The site selection process for Reading Recovery is only a small part of program implementation; however, it is a crucial component of overall program effectiveness. Selecting the correct match between campuses and the innovation can better ensure that Reading Recovery does indeed provide an important component in schoolwide success. (RS)

ED 436 748   CS 013 800

Jones, Noel K.
Getting the Most from Your Reading Recovery R Program.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- *Administrator Role; Classroom Techniques; *Early Intervention; Instructional Effectiveness; Primary Education; *Principals; Program Effectiveness; *Reading Difficulties; *Reading Instruction; *Teacher Role
IDENTIFIERS- *Reading Recovery Projects

This paper focuses on the administrative support needed to establish a Reading Recovery program that works effectively at school and district levels. It first establishes three important ideas for Reading Recovery to work: leadership is required; change cannot be accomplished in one or two years; and program effectiveness is dependent upon the effectiveness of the educational program in general and the climate and coherence of programs at individual schools. The paper then discusses administrative leadership and support; Reading Recovery program efficiency; using data to monitor effectiveness; the importance of strong classroom programs; additional support for children at risk; and the formation of school teams. It concludes that the role of the school principal is critical in implementing and monitoring a comprehensive plan for literacy improvement. (RS)

ED 436 749   CS 013 801

Moore, Paula
Reading Recovery Teacher Training: Communities of Learners Engaged in Inquiry.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *Early Intervention; Instructional Effectiveness; Primary Education; *Professional Training; Program Descriptions; *Reading Difficulties; *Reading Instruction; Student Needs; *Teacher Education; *Teacher Role
IDENTIFIERS- *Reading Recovery Projects; Social Constructivism

This paper examines the original design of the Reading Recovery

(ED), Washington, DC.
PUB DATE- 00
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; *Cultural Traits; Folk Culture; *Foreign Countries; Integrated Activities; Intermediate Grades; *Language Arts; Multiple Intelligences; Reading Skills; Social Studies; Spelling; Thematic Approach; Units of Study; Writing Skills
IDENTIFIERS- Caribbean; *Central America; *South America

Suggesting that students in the intermediate grades can explore the world around them and practice valuable skills in spelling, reading, writing, communication, and language, this book presents cross-curricular units designed to integrate language-arts activities into the study of Central and South American cultures. The units in the book reach diverse needs by working through emotional memory, deductive reasoning, and multiple intelligences. Features of the book include: ready-to-use activities; emphasis on skills; reading texts; and group demonstrations. After an introduction on the role of language arts in social studies, units in the book deal with Mexico, Central America, Islands in the Caribbean (The West Indies), Peru, and Brazil. Appendixes list 11 additional resources on folktales and legends, annotations of 4 children's books about other cultures, and 8 web sites that offer general information. (RS)

ED 436 772 CS 216 954

Fuchs, Lucy
Asia and Australia: Language Arts around the World, Volume III. Cross Curricular Activities for Grades 4-6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; *Cultural Traits; Folk Culture; *Foreign Countries; Integrated Activities; Intermediate Grades; *Language Arts; Multiple Intelligences; Reading Skills; Social Studies; Spelling; Thematic Approach; Units of Study; Writing Skills
IDENTIFIERS- Asian Culture; Australia; China; Japan; North Korea; Pacific Islands; South Korea

Suggesting that students in the intermediate grades can explore the world around them and practice valuable skills in spelling, reading, writing, communication, and language, this book presents cross-curricular units designed to integrate language-arts activities into the study of Asian and Australian cultures. The units in the book reach diverse needs by working through emotional memory, deductive reasoning, and multiple intelligences. Features of the book include: ready-to-use activities; emphasis on skills; reading texts; and group demonstrations. After an introduction on the role of language arts in social studies, units in the book deal with China, Japan, Korea, Islands in the Pacific, and Australia. Appendixes list 11 additional resources on folktales and legends, annotations of 4 children's books about other cultures, and 8

1995-1999, see CS 510 172-176.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Film Criticism; *Language Role; *Presidential Campaigns (United States); Scholarship; *Speech Communication
IDENTIFIERS- General Semantics Paradigm (Korzybski); Scientism

This 1995 issue of the "Carolinas Speech Communication Annual" contains the following articles: "Contrast and Complement in Presidential Campaign Communication: Adjusting the Vice Presidential Role in the Clinton-Gore Campaign" (Rob L. Wiley); "Film Critic as Rhetor: Crafting a Fitting Response to Racial Images in 'Places in the Heart'" (Deborah A. Brunson); "Linguistic Intelligence and Academic Success: Language Complexity and Flexibility as Predictors of Academic Achievement in a Speech Communication Theory Course" (Ralph R. Behnke and Chris R. Sawyer); and "Scientism and General Semantics" (Roy Schwartzman). (NKA)

ED 436 794 CS 510 173

McKinney, Bruce C., Ed.
The Carolinas Speech Communication Annual, 1996.
PUB DATE- 96
NOTE- 95p.; For the annual volumes of this series for the period 1995-1999, see CS 501 172-176.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Communication Research; *Critical Thinking; Higher Education; *Rhetoric; Scholarship; *Speech Communication
IDENTIFIERS- Narrative Theory; Rhetorical Strategies

This 1996 issue of the "Carolinas Speech Communication Annual" contains the following articles: "Rhetoric in the Second Sophistic, Medieval, and Renaissance Periods: Implications for Pedagogy" (Omar J. Swartz and Chris Bachelder); "Thou Art Damned: Cursing as a Rhetorical Strategy of the Accusers in the Salem Witch Trials" (Colleen E. Kelley); "Multiple Measures of Critical Thinking Skills and Predisposition in Assessment of Critical Thinking" (William E. Hanks and Karin-Leigh Spicer); "A View from Within: A Case Study of Organizational Narrative Behavior" (Patricia A. Cutspec); and "Exploring Narrative Agreement: A Potential Site for Constructing Harmony from Diversity" (Daniel D. Gross and Stephen L. Coffman). (NKA)

ED 436 795 CS 510 174

McKinney, Bruce C.
The Carolinas Speech Communication Annual, 1997.
PUB DATE- 97
NOTE- 87p.; For the annual volumes of this serial for the time period 1995-1999, see CS 510 172-176.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Conflict; Gender Issues;

officials can take to find qualified applicants for vacant school-leadership positions. It discusses various long-term strategies, such as increasing the candidate pool through career ladders and recruiting teachers through internships and training programs, that districts can enact immediately. Once a vacancy arises, the first step in conducting a principal search is to announce the position. A job model or description should accompany the announcement, and those with hiring authority should have a set of criteria for selection before beginning the screening process. Typically, screening is a two-step process. After the personnel office reviews resumes and applications for candidates, a more formalized paper screening of qualified candidates is performed. Screeners should use a standardized ranking system to rank applicants systematically before issuing invitations for interviews. The text includes suggestions for conducting an effective interview. The district must ensure that an interviewer is trained to make the most of an interview. Interviews are more effective when all candidates are asked identical, predetermined, well-thought-out questions. Districts can make a principalship more attractive to candidates by emphasizing the principal's role of instructional leadership and de-emphasizing budgetary and legal responsibilities. (Contains 13 references.) (RJM)

ED 436 816   EA 030 131

Goorian, Brad
Sexual Misconduct by School Employees. ERIC Digest Number 134.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Guidelines; Personnel Policy; *School Personnel; *School Policy; Sexual Abuse; *Sexual Harassment; *Student Welfare
IDENTIFIERS- ERIC Digests; Sex Offenders

This digest defines sexual misconduct and offers guidelines that school boards and administrators can initiate to protect students from unwanted sexual behavior. The law recognizes two types of sexual misconduct: quid pro quo, when a school employee grants a student a favor in exchange for sexual gratification, and hostile environment, where unwanted and unwelcome verbal or physical contact of a sexual nature is sufficiently severe to limit a student's ability to participate in or benefit from an educational activity. Various studies demonstrate the pervasiveness of sexual misconduct and also indicate that the problem is probably underreported. Ways in which educators can recognize employees' sexual misconduct is by being alert to overly affectionate behavior, by noting the telling of sexual jokes, and by observing improper contact with students. Schools can fight sexual misconduct by devising a clear sexual-misconduct policy and by communicating that policy to all staff, parents, and students. Effective policies clarify the nature of sexual misconduct, contain provisions to protect the victim's confidentiality, and screen prospective employees. When an employee is suspected of sexual misconduct, reporting, DESCRIPTORS- Annual Reports; Crime; *Delinquency; *Educational Environment; Elementary Secondary Education; National Surveys; *School Safety; *School Security; *Student Attitudes; Tables (Data)

This report provides detailed statistical information on crime in schools. It is a companion document to the "Annual Report on School Safety: 1999," which offers an overview of the nature and scope of school crime. This report is organized as a series of indicators, with each indicator presenting data on a different aspect of school crime and safety. The report contains 4 sections: Nonfatal Student Victimization--Student Reports; Violence and Crime at School--Public School Principal/Disciplinarian Reports; Nonfatal Teacher Victimization at School--Teacher Reports; and School Environment. The report shows that even though the actual rate of victimization has declined or remained constant over recent years, students feel less safe at school now than just a few years ago. Students, ages 12 through 19, who reported avoiding one or more places at school for their own safety increased between 1989 and 1995. The presence of street gangs on school property continued to concern students, reflected by the fact that the percentage of students who reported seeing street gangs at their school increased from 1989 to 1995. Alcohol and marijuana use on school property remained constant, although marijuana use anywhere by students in grades 9 through 12 increased. Three appendices list school safety practices and policies, technical notes, and other information. (RJM)

ED 436 836 EA 030 165

Evaluation of Effectiveness, Title VI. National Summary. Innovative Education Program Strategies, Elementary and Secondary Education Act (ESEA).
PUB DATE- 99
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *Educational Practices; Educational Trends; Elementary Secondary Education; National Surveys; Program Effectiveness; Program Evaluation; *School Statistics
IDENTIFIERS- *Elementary Secondary Education Act Title VI

This report contains summary information submitted by 44 states (plus one private nonprofit school bypass agent) for the evaluation of effectiveness of programs and activities funded under Title VI, Innovative Education Program Strategies. The purpose of this national summary is to provide critical information to decision-makers and other interested parties about the use and effectiveness of Title VI funds. The report summarizes survey data collected from participating public school districts, private nonprofit schools, and state educational agencies on the use and effectiveness of Title VI formula entitlement funds and state set-aside funds. Findings show that the highest percentage of funds was allocated for library services and materials, whereas the lowest percentage of funds was spent in combining funds for Title I schoolwide programs. Teachers in public school districts were the largest personnel groups funded in full or in part from Title VI funds. The impact of Title VI on students shows that across public school districts, private nonprofit schools, and state educational agencies, students in grades 1-5 benefited most from programs funded in full or in part by Title VI, followed have the same mental model of how charter schools and mandated shared decision making should be implemented. (Contains 22 references.) (RJM)

ED 436 855 EA 030 187

Chandler, Louis
Traditional Schools, Progressive Schools: Do Parents Have a Choice? A Case Study of Ohio.
SPONS. AGENCY- Thomas B. Fordham Foundation, Washington, DC.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Comparative Analysis; Educational Philosophy; *Educational Practices; Elementary Education; Elementary Schools; Progressive Education; State Surveys; Teaching Methods; *Traditional Schools
IDENTIFIERS- *Ohio

This report presents the results of a 1999 survey of 336 elementary schools in Ohio. It examines progressive and traditional practices in public, Catholic, and independent schools and offers an overview of the different kinds of schools. Rather than asking principals to characterize their schools as progressive or traditional, principals were presented with a chart listing pairs of contrasting practices (teacher-led instruction vs. student-initiated discovery learning, for example) and were asked to indicate which of the two approaches described common practices in their schools. The results illustrate the variety of schools available to parents and children in Ohio. Among schools in general, there is more diversity than might have been expected. Schools occupy both ends of the progressive-traditional spectrum within each of the three sectors: Catholic, public, and independent. However, the three types were not that different from each other, and greater educational diversity existed within each sector than between sectors. Catholic schools tended to be more progressive than either public schools or independent schools. On average, independent schools were more traditional than public schools, with the former being most consistent with the educational practices they adopted, suggesting a more clearly articulated educational philosophy. (RJM)

ED 436 856 EA 030 188

Borsa, John; Ahmed, Marcus; Perry, Karen
Charter School Governance.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (53rd, Jackson Hole, WY, August 10-14, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charter Schools; *Educational Administration; Educational Change; Educational Practices; Elementary Secondary Education; *Governance; National Surveys

This paper reports and analyzes data related to the governance of charter schools. The report focuses on recent reform movements in charter schools, analyzing these schools' strengths and weaknesses. For the study, 531 questionnaires were sent to all charter school directors listed in the 1996/1997 Charter School

NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Education; Cultural Differences; *Disabilities; Educational Philosophy; Elementary Secondary Education; Federal Legislation; Foreign Countries; *Inclusive Schools; Mainstreaming; *Policy Formation; Regular and Special Education Relationship; *Student Placement
IDENTIFIERS- *Ireland; *Italy

This study examines the nature of education policy regarding students with special needs in Italy, Ireland, and the United States. It begins by reviewing the definition of inclusion and then explores the nature of legislation pertaining to special needs education and inclusion in the three countries. Results of the study indicate: (1) the most significant difference among the countries is that in the United States and Ireland enabling and permissive suggestions in policy documents have not been mandated, so each school is left to determine its own arrangements; (2) Italy takes the strongest position on inclusion, requiring all schools to provide for children with disabilities in the regular classroom; (3) Italy has eliminated the deficit model, which is still in operation in Ireland and the United States and has placed the primary focus on changing the nature of the educational environment to serve all children; and (4) the overall trend in all three countries appears to be an improvement of education for all and a merging of special education and regular education. (Contains 25 references.) (CR)

ED 436 876 EC 307 549

Schadler, Debbie E.
Substance Dependency's Effect on Reading Decoding and Comprehension: Reading Decoding and Comprehension Levels as Indicators of Brain Dysfunctioning with Ramifications for Traditional Rehabilitation Programming.
PUB DATE- 98
NOTE- 180p.; Ph.D. Dissertation, Kennedy-Western University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adolescents; *Alcoholism; *Decoding (Reading); Family Influence; Illegal Drug Use; Neurological Impairments; *Performance Factors; *Reading Comprehension; *Reading Difficulties; Rehabilitation Programs; *Substance Abuse

This paper discusses the outcomes of a study that investigated the effects of substance dependency on the reading decoding and comprehension of 497 adolescents (ages 12-18) involved in an inpatient drug and alcohol rehabilitation program. The first part of the study involved the formal assessment of reading decoding and reading comprehension skills using a nationally accepted instrument under optimum conditions. The second part of the study involved data collection via the social screening process of the facility, including medical, legal, educational, family, vocational, religious, and nutritional information. The analysis of data regarding both reading decoding and comprehension grade levels showed a wide range of scores achieved by both genders overall in all assigned grade levels throughout the entire six and one half years of the study. However, the majority scored significantly below grade levels, and numerous clients fell several years below their assigned grade levels in both decoding and reading comprehension. The analysis of the social screening data revealed significant

Rehabilitation Act of 1973, and discusses discrimination toward students with disabilities and its prohibition in Section 504. State guidelines are then provided, including: (1) any specific graduation requirements may be waived for a student with a disability if recommended by the Individualized Education Program (IEP) committee; (2) students with disabilities receive grades and have credit transcribed in the same manner as all other students when they complete the same courses as other students; (3) students with disabilities who complete modified regular courses will receive grades and have credit transcribed in the same manner as other students; however, the fact that the courses were modified may be noted on the transcripts; (4) students with disabilities who meet state and local graduation requirements by taking and passing regular courses with/without modification, and/or successfully achieving IEP goals shall graduate and receive regular high school diplomas; and (5) students with disabilities who reach age 21 and have met district attendance requirements will receive a certificate of attendance. (CR)

ED 436 895 EC 307 568

Transition: School to Post-School Activities: Access to Vocational Education for Students with Disabilities. Issues in Education. Technical Assistance Bulletin.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Access to Education; Classroom Environment; *Curriculum; *Disabilities; Education Work Relationship; Educational Discrimination; Eligibility; Individualized Education Programs; Postsecondary Education; Secondary Education; *Student Participation; Transitional Programs; *Vocational Education; Vocational Training Centers
IDENTIFIERS- Missouri

This bulletin provides guidance and direction to Missouri local education agencies (LEAs) and Individualized Education Program (IEP) teams regarding the U.S. Office of Special Education Program's findings that indicate Missouri students with disabilities were held to entrance requirements for vocational education programs without consideration of accommodations, and that Individualized Education Program (IEP) teams were not allowed to include accommodations or modifications which might be necessary for students with disabilities to be successful in vocational courses. It addresses: (1) types of vocational programs that are available for students with disabilities in area vocational technical schools; (2) eligibility determinations for these programs and the requirement for equal access for students with disabilities with accommodations; (3) the requirement to provide students with disabilities with the same accommodations or modifications in vocational education classes that they receive when participating in general education classes; (4) types of accommodations or modifications that are available to students with disabilities to enable them to be successful in vocational courses; (5) classroom modifications, such as seating assignments, use of cooperative learning, videotaped demonstrations, and development of behavior contracts; and (6) curriculum modifications such as

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Case Studies; *Deaf Blind; Elementary Secondary Education; *Inservice Education; Needs Assessment; Postsecondary Education; *Specialists; *Staff Development; Student Evaluation; *Technical Assistance; Training
IDENTIFIERS- *Illinois; Related Services

This final report describes activities and accomplishments of a four-year federally funded project in Illinois to provide technical assistance to agencies and organizations providing early intervention, educational, transitional, vocational, and related services to children with deaf-blindness. The project supported the activities of deaf-blind specialists throughout the state in their work with local school programs and community service providers. Information brochures, periodic telephone contacts, and training on various related topics were offered to these specialists. Presentations were made at statewide conferences. Specialists conducted student evaluations and needs assessments of professionals and family members. The project also developed a training videotape and inservice training modules based on those content areas most frequently identified in needs assessment surveys. Specific accomplishments are listed for each of the project's seven goals: (1) technical assistance child identification request for services; (2) technical assistance needs assessment; (3) technical assistance service plan; (4) technical assistance empowerment of families; (5) technical assistance resource center; (6) technical assistance evaluation; and (7) technical assistance dissemination. A case study illustrates the project's impact. Appendices present two charts which summarize specialists' activities and state geographic assignments for specialists. (DB)

ED 436 915 EC 307 589

Arizona Deafblind Project, 1995-1999. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Cooperative Programs; *Deaf Blind; Delivery Systems; *Disability Identification; Elementary Secondary Education; Family Involvement; *Family Programs; Inservice Education; Needs Assessment; Postsecondary Education; Public Relations; *Technical Assistance; Training
IDENTIFIERS- *Arizona; Usher Syndrome

This final report describes accomplishments of the four-year federally funded Arizona Deafblind Project which attempted to: (1) identify all deafblind children in Arizona; (2) deliver technical assistance to families; (3) deliver technical assistance to service providers; and (4) enhance community oversight, coordination, and collaboration with state and national organizations. Among specific accomplishments were the following: increased awareness throughout Arizona about deafblindness and the Arizona Deafblind Project; implemented two statewide planning meetings to identify needs and set priorities; expanded the membership and role of the project's advisory committee; expanded training activities for early intervention, school age, and transition aged students;

CA.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Air Pollution; Construction Materials; Elementary Secondary Education; *Public Schools; *Relocatable Facilities; *Risk Management; State Regulation
IDENTIFIERS- *California; Carbon Dioxide; Formaldehyde

This California report examines the air pollution risk levels in the State's portable school facilities, the State's response, and recommendations for protecting children's and teachers' health in these types of classrooms. The report reveals that over two million California students spend the school day in buildings that may be harmful to their health. It states that some portable classrooms can expose children to toxic chemicals at levels that pose an unacceptable risk of cancer or other serious illnesses, but that California has no indoor air health standards for most toxins found in these types of buildings and has has failed to exercise effective oversight of air quality. What types of pollution health risks that exist in portable classrooms are detailed, particularly risks from formaldehyde and carbon dioxide. Additionally reported are the unintended consequences of the State's push for the use of portables to address student population increases. (Contains 59 references.) (GR)

ED 436 938 EF 005 540

Conway, Kathryn
Master Classrooms: Classroom Design with Technology in Mind.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Communications; *Classroom Design; Educational Equipment; Elementary Secondary Education; *Projection Equipment; Public Schools; Screens (Displays)
IDENTIFIERS- *Master Classrooms; Networking; *Technology Implementation

Technology is changing the classroom requiring new design features and considerations to make the classroom flexible and interactive with the teaching process. The design of a Master Classroom, a product of the Classroom Improvement Project at the University of North Carolina at Chapel Hill, is described. These classrooms are specially-equipped to provide a wide range of computer, media, projection, communications, and control capabilities, including connection to the campus network for both video and data reception and transmission. Topics on Master Classroom development include creating an interactive information environment, equipping the classroom with computer and projection equipment, and designing integrated control systems for the classroom. Focus is given to projection equipment acquisition and the variables involved when deciding the types of equipment to buy, such as brightness, rear or front projection design, screens available, CRT vs. LCD displays, and displays for smaller classrooms. Tips are given on networking information sources to fully utilize the Master valuable for any teacher who wants to improve the level of students' learning. "Accelerative Learning and the Emerging Science of Wholeness," discusses the "new sciences" and suggestology, concluding that these new approaches have offered viable alternatives to traditional ways of viewing the universe. "Suggestopedia, Biofeedback and the Search for the Alpha State" discusses current research and trends in brainwave-based learning. "Computerized Slideshows: A Modern Extension of Accelerated Learning Techniques," "New Employee Orientation Using Accelerated Learning Techniques," and "On Learning and Knowledge--Review" all discuss the efficacy and future of accelerated learning techniques and the possibilities of incorporating new technologies into the pedagogical process. (Each article contains references.) (KFT)

ED 436 961 FL 026 073

Boy, Nancy Omaha, Ed.
The Journal of Accelerated Learning and Teaching, 1998.
PUB DATE- 98
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); Adult Education; *Cognitive Ability; Computer Assisted Instruction; Hearing Impairments; Learning Strategies; Mathematics Achievement; Multiple Intelligences; Music; Reading Achievement; Teaching Methods; Test Anxiety; Writing Processes

This document comprises the entire output for the journal for 1998. The first article is in the form of a modified excerpt from an article by Donna I. Ali of the University of Calgary on "Multiple Intelligences and the Writing Process: Some Implications for Teaching." The article investigates why writing is difficult for some and easy for others, and why the different ways that students process information (have different composing styles) is important to understanding which teaching methods work. The second article is a book review of "The Mozart Effect," a book by Don Campbell. This article discusses how music, specifically that of Mozart and Gregorian chants, is therapeutic for people who suffer from hearing and listening disorders. "Cognitive Skills and Accelerated Learning Memory Training Using Interactive Media Improves Academic Performance in Reading and Math," documents that the effects of former successful applications of accelerated learning, memory, and cognitive skills interactive media training can be replicated in multiple classrooms, thereby validating the applicability of accelerated learning practices. "Reducing Test Anxiety by a Combination of Hypnosis and NLP," argues by way of a case study that a combination of hypnotic induction and Neuro-Linguistic Programming (NLP) can significantly reduce test anxiety. (Each article contains references.) (KFT)

ED 436 962 FL 026 074

The Journal of Accelerated Learning and Teaching, 1999.
PUB DATE- 99
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Acceleration (Education); Brain Hemisphere functions; *Cognitive Style; Computer Assisted Instruction; Computer Uses in Education; Higher Education;

Methodological Issues.
PUB DATE- 99
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Age; Age Differences; Bilingualism; *Cognitive Processes; Developmental Stages; *Language Acquisition; Language Processing; Language Research; *Linguistic Theory; *Pronunciation; *Second Language Learning; Speech Communication
IDENTIFIERS- *Critical Period

This book considers the question of whether, or to what extent, a critical period limits the acquisition of a first language as well as a second language acquired postpubertally. The diversity of opinion on this question is represented in this volume. It is a question that has been approached by researchers working in linguistic theory, evolution theory, language processing, and neurophysiology. The critical period hypothesis for second language acquisition (CPH-L2A) has spawned an abundance of data, ranging from grammaticality judgments to speech samples to event-related brain potentials. These data have lent themselves to interpretation in many ways ranging from theories consistent with theories of access (or lack of access) to universal grammar; as suggesting post-maturational age effects and cross-linguistic (transfer) effects; and as evidence for the tremendous diversity of learner outcomes, ranging from little progress to native-like mastery. Chapters in this volume include a mix of theory, evidence, and cautious argumentation. Contributors are equally divided between the pro-CPH-L2A and anti-CPH-L2A positions. Chapter titles are: (1) "Whys and Why Nots of the CPH-L2A" (David Birdsong); (2) "Functional Neural Subsystems Are Differentially Affected By Delays in Second Language Immersion: ERP and Behavioral Evidence in Bilinguals" (Christine M. Weber-Fox and Helen J. Neville); (3) "Co-Evolution of Language Size and the Critical Period" (James R. Hurford and Simon Kirby); (4) "Critical Periods and (Second) Language Acquisition: Divide et Impera" (Lynn Eubank and Kevin R. Gregg); (5) "Age of Learning and Second Language Speech" (James E. Flege); (6) "Ultimate Attainment in L2 Pronunciation: The Case of Very Advanced Late L2 Learners" (Theo Bongaerts); (7) "Confounded Age: Linguistic and Cognitive Factors in Age Differences for Second Language Acquisition" (Ellen Bialystok and Kenji Hakuta). Extensive references and a subject and author index are included. (KFT)

ED 436 981   FL 026 142

Short, Deborah J.; Echevarria, Jana
The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; For the report on which this digest is based, see ED 434 533.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cooperation; *English (Second Language); Evaluation Methods; Lesson Plans; Middle Schools; *Professional

(CH)

ED 437 003 HE 032 691

Creamer, Elizabeth G.; Sonnert, Gerhard
Continuity and Change in the Experiences of Three Doctoral Cohorts of Faculty Women. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Guidance; *Careers; Education Work Relationship; Graduate Study; Higher Education; Occupational Aspiration; *Postdoctoral Education; Professional Development; *Social Change; Social Environment; *Women Faculty; *Womens Education; Work Environment
IDENTIFIERS- *ASHE Annual Meeting

This secondary analysis of data, collected between 1987 and 1992 in a study of an elite group of academic scientists who had received prestigious postdoctoral fellowships, sought to assess differences in reported experiences of structural obstacles by cohort. The sample consisted of 23 women: 10 who had earned doctorates before 1970, 7 who had earned their doctorates between 1970 and 1979, and 6 who had earned doctorates in 1980 or after. Secondary analysis of the original questionnaire and interview data suggested differences and similarities among the three cohorts on three dimensions--perceived obstacles, perceived supports, and the compatibility of marriage, family, and career. Women in the earlier cohorts mentioned encountering structural obstacles more frequently than did women in later cohorts, and they almost exclusively pointed to a father or other male as being influential in their career choice. A majority of married women reported that marriage had a positive impact on their careers. The report concludes that birth cohort, rather than doctoral cohort, may be a more valid indicator of differences in attitudes and experiences related to compatibility of family and career. (Contains 10 references.) (CH)

ED 437 004 HE 032 692

Hayek, John C.; Kuh, George D.
College Activities and Environmental Factors Associated with the Development of Life-Long Learning Competencies of College Seniors. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; College Students; Educational Environment; Higher Education; *Lifelong Learning; *Outcomes of Education; Questionnaires; Sex Differences; Statistical Analysis; Student Characteristics; Student Educational Objectives; *Student Evaluation; Tables (Data)
IDENTIFIERS- *ASHE Annual Meeting; College Student Experiences

Finding the right match between a particular instructional technology and a learning style can be just as important for students as finding the right match between their instructors' teaching styles and their own learning styles. This study examines the effectiveness of three instructional methodologies for teaching television lighting methods when compared to individual learning styles. The methodologies included an illustrated text, an interactive CD-ROM, and a non-interactive, linear videotape. Learning styles were determined with the Myers-Briggs psychological type questionnaire. Results lend support for the choice of instructional materials appropriate to students' learning styles, based on Myers-Briggs psychological types, but they do not make very clear distinctions between the latest instructional methodology, the CD-ROM, and a more traditional one, the videotape, as to which is more appealing to a particular learning style. Six tables and figures present findings. (AEF)

ED 437 024 IR 019 834

Dalton, Pat
The Internet: A Primer. House Research Information Brief.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Literacy; Computer Mediated Communication; *Computer Networks; *Information Networks; Information Policy; Information Technology; International Communication; Internet; Vocabulary

This paper, one in a series of information briefs related to the Internet and taxation, contains a simplified overview of the Internet and a glossary of terms that are commonly encountered in discussing the Internet. Terms that are included in this glossary are italicized when they are used elsewhere in the paper. A series of questions are asked and answered: What is the Internet? Who developed the Internet? How global is the Internet? Why "owns" the Internet? Who controls or runs the Internet? What are the organizational components that make up the Internet? How is something transmitted over the Internet? How does the system know where to send a transmission? Is the Internet free? Why is communication over the Internet so inexpensive? Is the World Wide Web (WWW) just another name for the Internet? How is economic activity affected by the development of the Internet? (AEF)

ED 437 025 IR 019 835

Zimmerman, Isa Kaftal, Ed.; Hayes, Mary Forte, Ed.
Beyond Technology...Learning with the Wired Curriculum. 1998 Yearbook of the Massachusetts Association for Supervision and Curriculum Development.
PUB DATE- 98
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; Curriculum Development; Educational Policy; *Educational Practices; *Educational Technology; Elementary Secondary Education; Instructional Design; Internet

information on fraud, waste, and abuse are provided in the body of the report. More detail is provided in appendices for these four areas. Appendix 1 "Program Characteristics" tabulates characteristics for 35 programs that can fund technology. The tables in Appendix 2 "Potential for Duplication" present program goals, activities, and targeted recipients, illustrating how the potential for duplication is limited. Appendix 3 "Coordination Efforts" outlines coordination efforts of the Office of Educational Technology (OET) and the White House Office of Science and Technology Policy (OSTP). Appendix 4 "Information Available on Potential Problems of Fraud, Waste, and Abuse" shows how there is no evidence in the Education, Commerce, and Agricultural Offices of Inspector General (OIG) reports of systemic or widespread problems. Other appendices include comments from the Departments of Agriculture, Commerce, and Education and from the National Endowment for the Humanities. Eleven tables present statistics. (AEF)

ED 437 045 IR 057 564

Farmer, Lesley S. J.
Partnerships for Lifelong Learning. Second Edition. Professional Growth Series.
PUB DATE- 99
NOTE- 125p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Cooperative Programs; Educational Development; Educational Objectives; Elementary Secondary Education; Instructional Effectiveness; Interaction; Lifelong Learning; *Partnerships in Education; Program Development

This book examines the issue of partnerships in order to help the school community develop meaningful cooperative relationships that foster effective education. After the introduction in the first chapter, the second chapter explores current educational challenges and their impact on the changing roles of school community members. It deals with contemporary educational goals and gaps and then discusses the benefits and costs of educational partnerships. The third chapter examines social interaction and educational work in light of individuals and groups, and the fourth chapter demonstrates how each constituency in the school community has its own set of characteristics, abilities, needs, and expectations. Implications for librarian teacher partnerships are outlined. The fifth chapter details the life cycles of partnerships, from formation to finding the right fit. Obstacles and inducements are noted, including the context of technology. The sixth chapter offers several scenarios in line with "Information Power," and the seventh chapter deals with short- and long-term impacts of effective partnerships in terms of roles, the nature of information, and educational realities. A bibliography and index conclude the book. (AEF)

ED 437 046 IR 057 565

Morehead, Joe
Introduction to United States Government Information Sources. Sixth Edition. Library and Information Science Text Series.
PUB DATE- 99
NOTE- 491p.
LANGUAGE- English

IDENTIFIERS- New Zealand

This paper presents and discusses two research initiatives in New Zealand elementary schools in terms of factors influencing the path of professional development and sustained attention to information literacy. The first study was a comparison of professional development processes and children's learning outcomes in four elementary schools. Surveys used to uncover perceptions of information literacy development were followed by on-site workshops for teachers of 7 to 11 year olds. This provided a snapshot of challenges that are a function of different school cultures and teachers with varying levels of information literacy understanding and commitment, as well as revealing much about children as information problem solvers. The second study involved all teaching staff at a single elementary school. Again, aspects of the teachers' information literacy were revealed alongside those of children. Observing the students' information problem solving experience was a key element in professional development. Reflection on teaching practice was heightened by use of action research as the teachers' major learning activity. Findings in the following areas are highlighted: (1) school information cultures--frameworks, policies, and library management; (2) teachers' understanding and expectations about information skills; (3) effects of expectations of children as information problem solvers; (4) connecting teachers' and children's thinking and expectations; (5) the teaching and learning interface; and (6) relationships among staff. (MES)

ED 437 064   IR 057 600

Doiron, Ray

University/School Library Collaborations To Integrate Information Technology into Resource-Based Learning Activities.

PUB DATE- 99

NOTE- 11p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College School Cooperation; Cooperative Programs; Curriculum Development; Elementary Education; Foreign Countries; Higher Education; *Information Literacy; Information Technology; Learning Activities; Learning Strategies; Librarian Teacher Cooperation; Library Role; Library Services; Practicums; *Preservice Teacher Education; School Libraries; Teacher Attitudes

IDENTIFIERS- Learning Environments; Prince Edward Island; *Resource Based Learning; Teacher Librarians; *Technology Integration

If the goal of teacher-librarians is to work with teachers to develop information literacy, then how do we model this collaboration for pre-service teachers during their teacher education program? This question was explored in a research study involving university researchers from the University of Prince Edward Island (Canada), teachers, and teacher-librarians in six elementary schools across Prince Edward Island. Learning projects arose from collaborations among the pre-service teachers, classroom teachers, and teacher-librarians as they developed information technology (IT) projects that were integrated into the pre-service practicum. Data were collected faculty members and his or her eligible dependents should be allowed to participate in the Part-Time Community College Faculty Health Insurance Program without having to wait until the third semester or fourth quarter of teaching; and (5) $500,000 should be appropriated from the General Fund to the Board of Governors of the California Community Colleges in augmentation of a specified item of the Budget Act of 1999 for purposes of the Part-Time Community College Faculty Health Insurance Program. (EMH)

ED 437 084   JC 000 044

Statewide Factbook: Community and Technical Colleges of Texas.

PUB DATE- 97

NOTE- 83p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Persistence; *Access to Education; *Community Colleges; Educational Assessment; *Enrollment; Graduates; *Institutional Characteristics; *Outcomes of Education; Remedial Programs; State Colleges; Tables (Data); *Technical Institutes; Two Year Colleges

IDENTIFIERS- *Texas

Included in this statewide factbook for Texas community and technical colleges are the following eight sections, each with its own summary analysis. Section 1 reports on the annual headcount enrollment, which includes academic year 1994-1995 enrollment charts by type of major, gender, race/ethnicity, and tuition status, and a chart for enrollment by type of major for 1993-1994 and 1994-1995. Section 2 looks at the fall headcount enrollment, which charts the traditional fall headcount enrollment for fall semesters 1986-1995, fall headcount enrollment for fall semesters 1986-1995, fall enrollment comparison for fall semesters 1991-1995, and fall enrollment by type of major, gender, race/ethnicity, and tuition status for fall 1995. Section 3 examines the fall enrollment of first-time-in-college students. Section 4 reports on access, which contains a comparison of statewide population and 1994-1995 annual headcount enrollment proportion charts by gender, race/ethnicity, and special populations served, and competitive technical programs (fall 1993) charted by gender, race/ethnicity, academically disadvantaged and economically disadvantaged student representation. Section 5 looks at persistence; section 6 examines remediation. Section 7 reports on 1994-1995 graduates by program type, gender, program type and level, program type and gender, race/ethnicity, and proportion of graduates by program type and race/ethnicity. Section 8 examines outcomes for academic year 1994-1995. A glossary is included. (VWC)

ED 437 085   JC 000 045

Schemmel, Todd Aaron

The Role of Hope in an Adult Career Decision Making Workshop.

PUB DATE- 99

NOTE- 121p.; Doctor of Philosophy, University of Kansas.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- Adult Development; *Adult Education; *Aspiration; Career Choice; *Career Planning; Intention; Job Skills; Program Effectiveness; Student Educational Objectives

The primary purpose of this study was to test the hypothesis that are also sent to private colleges and universities. A high proportion (81%) of students requesting transcripts actually enrolled in the private or out-of-state institution to which the transcript was sent. Ninety percent of all transcripts sent to private colleges during the time frame covered by the study (January to September 1998) were to private colleges and universities in California. Eighty-three percent of transcripts sent to California institutions were to private institutions in San Diego County. Caucasians represented the largest proportion of transfer students enrolled in private and out-of-state institutions. The distribution of transfers to the UC, CSU, and private colleges by gender was very similar. Establishing formal data-sharing agreements with these institutions would provide valuable information regarding the transfer patterns of SDCCD students. Appended is a complete list of institutions that received transcript requests for January-September 1998. (VWC)

ED 437 105 JC 000 066

Report to Arizona 1999.
PUB DATE- 99
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Community Colleges; Community Development; *Educational Assessment; Educational Quality; Labor Force Development; *Outcomes of Education; *School Effectiveness; State Colleges; *Statewide Planning; Student Development; Student Needs; Tables (Data); Transfer Students; Two Year Colleges
IDENTIFIERS- *Arizona

This is the first of what is expected to be a regular series of reports from Arizona's community colleges to the citizens of Arizona regarding the effectiveness with which community colleges are achieving their goals. Initially the Task Force on Institutional Effectiveness Measures worked for most of an academic year and recommended the measures included in this report. The data are briefly described, the source of the data are indicated, and observations regarding the story being told by the data are presented in the report. The elements addressed in this Report to Arizona include the following: (1) access, which looks at participation rates, ethnic and racial representation, financial aid awards, developmental education enrollment, and course availability; (2) work force training and development, which reports on occupational program participation and completion rates, placement and wages, and employer satisfaction; (3) transfer students, which examines the number and success of transfer students and effectiveness of the new transfer model; (4) community development, which explores small business development centers, and social, economic, and/or cultural development activities; and (5) student learning outcomes, which presents the measures being developed by the community colleges. The purpose of this report is to focus on community colleges as a state resource and not to rate or compare individual colleges. (VWC)

ED 437 106 JC 000 067

Cooney, Frank
A Five-Year Review of Student Class Evaluations at Salt Lake Community College.

students buy at the store and use for upper-level math courses such as calculus or algebra. The next section of the report addresses computer use in mathematics courses. Of the 15 colleges who use technology, three do not use computers, only calculators. Both basic and advanced mathematics courses were found to use computers, with DERIVE, an easy-to-use computer algebra system that incorporates graphing and symbolic manipulation, being the most popular program. The report concludes with a discussion on Internet use, the availability of technology facilities and services on the surveyed campuses, and problems or comments regarding technology use in mathematics courses. A list of colleges responding to the survey, as well as the technology usage survey itself, are also provided. (YKH)

ED 437 125 JC 980 315

Oelke, Karl
It's Recruiting, Stupid! Reinvigorating a Two-Year College Honors Program.
PUB DATE- 98
NOTE- 17p.; In its: "Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University"; see JC 980 309.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academically Gifted; *Community Colleges; Educational Resources; Enrollment Trends; *Honor Societies; Honors Curriculum; Liberal Arts; Program Administration; Program Development; Program Effectiveness; Program Implementation; *Program Improvement; Program Termination; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Union County College NJ

This paper discusses attempts made by the author to reinvigorate the College Honors Program at Union County College in New Jersey (UCC). Created in 1985 to offer an enriched learning experience for exceptional liberal arts students, the Honors Program helps students develop their thinking skills and achieve academic success. However, due to decreased enrollments, reduced resources, and frequent changes in directors, the program declined. Promising students who qualified for the program often opted to go to four-year institutions instead of UCC. Funding was also a concern, since full scholarships for honors students were discontinued. The author, appointed director of the program in 1995, implemented several means for recruiting both college and high school students, using various methods for identifying honors students and providing them with information about the program, visiting high schools, and advertising. Results of this initiative suggest that though enrollments are up only slightly, prospects look encouraging for the future of the honors program. (YKH)

ED 437 126 JC 980 316

Pankuch, Brian J.
Multimedia in Lectures and on the World Wide Web.
PUB DATE- 98
NOTE- 17p.; In its: "Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University"; see JC 980 309.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Robinson, Chris; Hughes, Paul
Creating a Sense of Place. Indigenous Peoples in Vocational Education and Training.
PUB DATE- 99
NOTE- 132p.; Sponsored by the Department of Education Training and Youth Affairs (DETYA). Major contributor Matt Davies of the Indigenous Education Branch.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Apprenticeships; Data Analysis; Educational Attitudes; Educational Environment; *Educational Improvement; *Enrollment Influences; Enrollment Trends; Equal Education; Field Studies; Foreign Countries; Graduate Surveys; *Indigenous Populations; Job Training; Literature Reviews; National Surveys; Outcomes of Education; Performance Factors; Postsecondary Education; Questionnaires; School Holding Power; *Special Needs Students; Statistical Data; Student Attitudes; *Student Participation; Tables (Data); *Vocational Education
IDENTIFIERS- *TAFE (Australia)

The participation of Australia's indigenous peoples in vocational education and training (VET) and the outcomes of their participation were examined in a national study that involved four major data collection activities: investigation of statistics in the national VET collection and results of the Graduate Destination Survey; review of literature on performance indicators and determination of outcomes in VET; review of literature on factors contributing to indigenous students' success; and field studies that entailed interviewing managers, teachers, students, and others at 16 Technical and Further Education (TAFE) institutions. The study established that inequality between indigenous peoples and other Australians in access to and participation in VET has been eliminated. All TAFE institutes surveyed have embraced national and state/territory-level policies, and plans to improve indigenous VET and most TAFE institutions have established special indigenous organization structures; however, the areas of monitoring indigenous students' performance across institute programs and developing strategies to improve the outcomes students achieve or reduce students' rates of attrition have received relatively little attention. (The report contains 15 references and 61 tables/figures. Appended are the following: description of project methodology, literature review and 30 additional references, 29 tables of statistical data, and student survey results.) (MN)

ED 436 630   CE 079 474

Durnan, Deborah; Boughton, Bob
Succeeding against the Odds. The Outcomes Attained by Indigenous Students in Aboriginal Community-Controlled Adult Education Colleges.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Adult Education; *Adult Programs; *Community Schools; Course Descriptions; Definitions; Disadvantaged; Education Work Relationship; Employment

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Education; Career Education; Classroom
  Techniques; *Community Colleges; Course Content; Employment
  Potential; *Faculty Development; *Integrated Curriculum; Job
  Skills; Learning Activities; Professional Development; Program
  Evaluation; Teaching Methods; Technical Education; Two Year
  Colleges; *Vocational Education; *Workshops

This manual was developed as a guide for community college faculty and administrators who are seminar leaders working with faculty groups in an attempt to integrate academic and career-related education. It contains presentation plans for 10 3-hour seminars, including purpose, time sequence, key concepts, activities, and handouts. The seminars cover the following topics: (1) purposes of integrating academic and career-related education; (2) models of integration; (3) strategies for facilitating collaboration; (4) content and modes of assessment; (5) infusing study skills into career-related courses; (6) facilitating collaboration through interviews and observations; (7) facilitating transfer of knowledge across settings; (8) professional communication skills for students; (9) ongoing support for integrated instruction; and (10) implementation and evaluation of integrated instruction. The guide contains 38 references, 2 appendixes that provide classroom examples from case studies of academic-occupational integration in community colleges, and a table of employability skills. (KC)

ED 436 649   CE 079 497

Hortnagl, Michael
The Financing of Vocational Education and Training in Austria.
  Financing Portrait. CEDEFOP Panorama.
PUB DATE- 98
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Continuing Education; *Educational Finance; Federal
  Aid; Foreign Countries; *Job Training; Postsecondary Education;
  Secondary Education; State Aid; Unemployment; *Vocational
  Education
IDENTIFIERS- *Austria

Consideration of three specific aspects of the Austrian situation is helpful in understanding funding of the vocational education system: Austria's long tradition as a welfare state; high degree of centralization, and the important influence of the economic and social partnership. Initial vocational training follows one of two paths: the dual system (in-company training and occupation-related school education concurrently) and secondary level 2schools (secondary technical, and vocational schools, and colleges). The Laender and training enterprises share the costs of the dual system. Direct sources of funding for secondary technical, vocational schools, and colleges are public costs, costs borne by "private" funding, and costs borne by private households. Indirect financing comes from family support, Family Relief Fund benefits, and subsidies for training enterprises, for the especially gifted, and within the framework of labor market policies. Forms of continuing vocational education and training are in-company training and continuing training; training provided by commercial institutions; courses provided by public institutions; and training provided by non-profit institutions. Funding sources are private households, enterprises, and public budgets.

Conflict; State Programs; Statewide Planning; Teamwork
IDENTIFIERS- *Oregon

This document identifies the three components that frame overall career and life role education that helps students prepare to integrate the demands of six life roles (individual, learner, producer, consumer, family member, citizen) into family, community, and work settings. The three components that help prepare students to meet the grade 12 Certificate of Advanced Mastery (CAM) Career-Related Learning Standards are common curriculum goals, grade-level indicators, and career-related learning standards. The common curriculum goals are presented in a table format. Each goal is accompanied by career and life role indicators at grades 3, 5, 8, and 10 that provide guidance to school districts in preparing students to meet the grade 12 Career-Related Learning Standards, a required component of CAM assessment and a responsibility of the local school district. Columns in the table for each common curriculum goal are as follows: grade 3 indicators; grade 5 indicators; grade 8 indicators; grade 10 indicators; and Career-Related Learning Standards, CAM/grade 12. The common curriculum goals are as follows: personal management, problem solving, communication, teamwork, organizations and systems, employment foundations, and career development. (YLB)

ED 436 669 CE 079 540

Lee, Lung-Sheng Steven
Technology Education Reform in Taiwan.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the Australian Council of Education through Technology and Biennial International Conference on Technology and Education (Canberra, Australia, January 10-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Developing Nations; *Educational Change; Elementary Secondary Education; Foreign Countries; Integrated Curriculum; National Standards; Sciences; *Technology Education
IDENTIFIERS- *Taiwan

Technology education in Taiwan, presently called living technology (LT), is a new area that has evolved from handicraft, industrial arts, and other areas. LT is offered mainly at the secondary school level, although it is required for all students in grades 1-11. In response to calls for curriculum reform, the present elementary and junior high school (grades 1-9) curriculum standards are being revised. Anticipated to be put into effect in 2001, the revised national curriculum emphasizes curricular coherence and integration and more school-based development and management. In these new national curriculum standards, renamed "curriculum syllabi," are seven learning areas: language, mathematics, science and technology, social studies, arts, health and physical education, and comprehensive activities. Technology education is expected to unify with science. The curriculum is intended to be skill oriented and must be aligned with further instruction and assessment. The following three dimensions have been used to guide the development of themes and further technology learning activities, assessment rubrics, etc.: context, scope, and content and process. Four characteristics of the new technology curriculum are technology education is education. Chapter 3 provides an overview of the characteristics adult learners have in common with their adolescent counterparts and those characteristics unique to adult learners. Chapter 4 presents principles that support the practices used in planning, conducting, and evaluating adult education activities. Chapter 5 examines delivery formats and teaching methods that can be used effectively in adult education and describes factors to consider in their selection and use. Chapters 6-12 provide an overview of these practices and aspects of adult education: advisory groups; needs assessment; planning, conducting, evaluating, promoting, and funding adult programs; selecting adult educators; and distance learning. Appendixes include "A Philosophy for Adult Education"; "30 Things We Know for Sure about Adult Learning"; "Principles of Teaching and Learning"; "Variables of Effective Teaching"; "Comparison Between Pedagogy and Andragogy"; "Levels of Learning within Domains"; "Continuing Education Units"; and "Promotion of Adult Learning." The book contains 78 references and an index. (YLB)

ED 436 687 CE 079 568

Merrill, Barbara
Gender, Change and Identity: Mature Women Students in Universities.
PUB DATE- 99
NOTE- 227p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *College Students; *Educational Experience; Educational Research; Educational Sociology; Family School Relationship; *Females; Feminism; Foreign Countries; Higher Education; *Nontraditional Students; Sex Discrimination; Sex Fairness; Sociology; *Student College Relationship; Womens Education
IDENTIFIERS- Great Britain

This book examines women's lives, past and present, to understand experiences of mature women students in universities. Chapter 1 explores current research and literature on mature women students in adult and continuing education. Chapter 2 reflects on the value of sociology and particular theoretical approaches such as feminist sociology, action, and structural theories for understanding experiences of mature women students in universities. Chapter 3 examines the research method and interviews as life histories and describes how the interviewing approach synthesized and combined two sociological perspectives: feminism and interactionism. Chapter 4 sketches institutional culture and behavior at Warwick University in England. Chapter 5 explores the relationship between schooling, family life, and learning as an adult and the connection of experiences of initial education with class and gender. Chapter 6 compares women's and men's occupations, looks at linking working and domestic lives, and relates employment and domesticity to the quest for fulfillment. Chapter 7 examines how adult students' public and private lives are interrelated and conflicted. Chapter 8 explores how women's involvement in the educational sphere impinged upon relationships in the domestic sphere. Chapter 9 focuses on how dominant the student identity had become in their lives. Chapter 10 concludes that learning brought about personal empowerment but women were not liberated from gender and class inequalities in the family and society. The book contains 283 references and an index. (YLB) balance, honesty, happiness, love, giving, courage, opportunity, learning, hope, responsibility, sexuality, family, and God. A four-page guide for parents is appended. (GCP)

ED 436 707 CG 029 705

Ragin, Ann; Rasinski, Kenneth A.; Cerbone, Felicia Gray; Johnson, Robert A.
The Relationship between Mental Health and Substance Abuse among Adolescents. Analytic Series: A-9.
SPONS. AGENCY- National Opinion Research Center, New York, NY.
PUB DATE- 99
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Anxiety; Behavior Problems; Depression (Psychology); Emotional Problems; *Mental Health; *Psychological Evaluation; *Research Reports; Secondary Education; *Substance Abuse; Tables (Data)
IDENTIFIERS- *National Household Survey on Drug Abuse

This report presents an examination of the association between psychological functioning and substance abuse among adolescents aged 12 to 17 using data from the 1994-1996 National Household Survey on Drug Abuse (NHSDA). The survey, conducted annually by Substance Abuse and Mental Services Administration (SAMHSA), provides estimates of the prevalence of use of a variety of illicit drugs, alcohol, and tobacco, based on a nationally representative sample of the civilian non-institutionalized population. In 1994, the NHSDA added the Youth Self-Report, a comprehensive mental health checklist that has been used extensively in studies of adolescents. The instrument generates summary measures of emotional and behavioral problems, as well as measures for specific syndromes. Selected and highlighted findings of the study include: an estimated 13 percent of adolescents had emotional problems as indicated by withdrawal, somatic problems, anxiety, and depression; an estimated 17 percent had behavioral problems indicated by delinquent or aggressive behavior; and the likelihood of substance use is associated with the severity of emotional and behavioral problems across age and gender groups. Specific study results are categorized into sections on illicit drug use, alcohol use, cigarette use, alcohol or illicit drug dependence, and using the Youth Self-Report to identify substance users. (Contains 86 references and 46 tables. Appendices include standard error tables, data and methods, and NHSDA questionnaire items used. (GCP)

ED 436 708 CG 029 706

Goldman, Linda
Life & Loss: A Guide To Help Grieving Children. Second Edition.
PUB DATE- 00
NOTE- 203p.; For the first edition, see ED 411 495.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Childhood Needs; Children; *Coping; Elementary Secondary Education; *Grief; Intervention; Parent

newsletter on the North American Leadership Academy.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Copyrights; *Early Intervention; Foreign Countries; High Risk Students; Inservice Teacher Education; *Instructional Effectiveness; Journal Writing; Portfolios (Background Materials); Primary Education; *Reading Difficulties; *Remedial Reading; Spelling; Teacher Education
IDENTIFIERS- *Reading Recovery Projects

This document consists of three years' worth (8 issues) of "Council Connections," the newsletter of the Reading Recovery Council of North America. Each issue offers brief articles, updates of Reading Recovery programs in various countries, messages from the organization's president, past president, and/or the executive director, updates on the organization's committee actions, and a regular column (Classroom Connections) designed to serve Reading Recovery partners--the classroom teachers who work together with Reading Recovery teachers to teach children to read and write. The Summer 1996 issue includes "The Importance of Membership in the Reading Recovery Council of North America" (Deborah R. Dillon) and "Trainers from around the World Meet" (Rose Mary Estice). The Fall 1996 issue includes "Using an ABC Center to Help Children Learn about Letters, Sounds, Words, and How They Work" (Gay Su Pinnell). The Spring 1997 issue includes "Conquering the Spelling Frontier" (Vicki Fairchild Crain). The Summer 1997 issue includes "Life Stories: An Easy Way to Promote Journal Writing" (Cheri Slinger). The Fall 1997 issue reports on the First North American Leadership Academy held in San Diego, California, from July 30 through August 2, 1997. The Spring 1998 issue includes "Portfolios: One District's Journey" (Geraldine Haggard). The Fall 1998 issue includes "Copyright Questions--Ethical Responses: Understanding Copyright Issues" (Mary Anne Doyle) and "Kindergarten Drama Based on the Book 'Lilly's Purple Plastic Purse' by Bruce Henkes" (Sherlyn Porter). The Winter 1999 issue presents brief accounts of implementation of Reading Recovery in Canada, Department of Defense Schools, Queensland, Japan, New Zealand, and the United Kingdom; and "Effective Literacy Programs (Gay Su Pinnell). The Spring 1999 issue includes "Descubriendo la Lectura: An Overview" (Yvonne Rodriguez) and "Answers to Frequently Asked Questions about Interactive Writing" (Justina Henry and Barbara Joan Wiley). (RS)

ED 436 728 CS 013 779

North American Leadership Academy. Report of the First North American Leadership Academy (1st, San Diego, CA, July 30-August 2, 1997) .
PUB DATE- 97
NOTE- 26p.; See CS 013 778 for 1996-1999 issues of this Newsletter.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; *Early Intervention; Government Role; Grantsmanship; High Risk Students; *Instructional Effectiveness; Legislation; Legislators; Primary Education; *Program Implementation; *Reading Difficulties; Reading Research; *Remedial Reading; Teacher Education
IDENTIFIERS- *Reading Recovery Projects

teacher training program as it relates to sociocultural theory. It also discusses how two constructs implicit in the sociocultural theory (community of learners and the role of inquiry) relate to Reading Recovery training. The paper notes that sociocultural theory predicts that human knowledge is socially constructed through shared activities and communication, and that Reading Recovery teacher training is organized to provide both shared activities (teaching demonstrations) and opportunity for communication (discussions). It concludes that although the constructs of community-of-learners and inquiry are current North American frames for understanding teaching and learning, they were inherent in the original design of the Reading Recovery teacher training program. (RS)

ED 436 750 CS 013 802

Schlesinger, Joelle L.
Followup Study for Reading Recovery in Plainfield, Illinois.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Early Intervention; Instructional Effectiveness; Longitudinal Studies; Primary Education; Program Effectiveness; *Reading Difficulties; *Reading Instruction; Reading Research; *Student Needs; *Teacher Role
IDENTIFIERS- *Reading Recovery Projects

A study examined whether Reading Recovery students in a consortium of six school districts in Plainfield, Illinois were able to read increasingly more difficult text, and whether discontinued reading Recovery children maintain the ability to read average level classroom materials through the fifth grade. Results indicated that children do maintain the gains achieved and are able to benefit from regular classroom instruction in subsequent years in school. Future studies will streamline data collection procedures, use comparison groups in each classroom and across grade levels, and use a control set of materials. Contains 7 figures of data. (RS)

ED 436 751 CS 013 803

Schwartz, Robert M.
Supporting Teacher Learning: Reading Recovery as a Community of Practice.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *Early Intervention; Instructional Effectiveness; Primary Education; *Professional Development; *Reading Difficulties; *Reading Instruction; Student Needs; *Teacher Education; *Teacher Role; Teaching Experience
IDENTIFIERS- *Reading Recovery Projects

Noting that most teachers find their own learning experiences in Reading Recovery very challenging, occasionally difficult, and web sites that offer general information. (RS)

ED 436 773 CS 216 955

McAllister, Elizabeth A.; Hildebrand, Joan M.; Ericson, Joann H.
Intriguing Animals. Language Arts Theme Units, Volume IV. Cross Curricular Activities for Primary Grades.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 61p.; For other volumes in this series, see ED 428 394-395.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; *Dinosaurs; Integrated Activities; *Language Arts; Multiple Intelligences; Primary Education; Reading Skills; Spelling; Thematic Approach; Units of Study; Writing Skills
IDENTIFIERS- *Beavers

Suggesting that students in the primary grades can explore the world around them and practice valuable skills in spelling, reading, writing, communication, and language, this book presents cross-curricular units on intriguing animals that reach diverse needs by working through emotional memory, deductive reasoning, and multiple intelligences. Features of the book include: ready-to-use activities; sample reading texts; group demonstrations; and classroom-tested teaching suggestions. Each unit includes an introductory narrative, advice on using the theme, related language arts and extension activities, a list of trade books, and class activities. The first unit, "Dino of Land-Long-Ago," builds on the notion that dinosaurs fascinate children of all ages. The second unit, "The Animal that Builds Its Own Environment," helps children learn about beavers. Appendixes contain advice on setting up and running a learning center; advice on how to make and use bulletin boards and file folders; a 47-item glossary; instructions on how to make a book; and 10 teacher resources. (RS)

ED 436 774 CS 216 956

McAllister, Elizabeth A.; Hildebrand, Joan M.; Ericson, Joann H.
People Around Us. Language Arts Theme Units, Volume V. Cross Curricular Activities for Primary Grades.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 70p.; For other volumes in this series, see ED 428 393-395.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; *Family (Sociological Unit); Integrated Activities; *Language Arts; Multiple Intelligences; Primary Education; Reading Skills; *Rural Areas; *Rural Environment; Spelling; Thematic Approach; Units of Study; *Urban Areas; Urban Culture; Writing Skills

Suggesting that students in the primary grades can explore the world around them and practice valuable skills in spelling, reading, writing, communication, and language, this book presents cross-curricular units on "people around us" that reach diverse needs by working through emotional memory, deductive reasoning, and multiple intelligences. Features of

Higher Education; *Indexes; Metaphors; *Persuasive Discourse; Political Campaigns; Scholarship; *Speech Communication
IDENTIFIERS- Fantasy Theme Analysis; Metonymy; Reagan (Ronald); UNESCO

This 1997 issue of "The Carolinas Speech Communication Annual" contains the following articles: "'Bridges of Understanding': UNESCO's Creation of a Fantasy for the American Public" (Michael H. Eaves and Charles F. Beadle, Jr.); "Developing a Communication Cooperative: A Student, Faculty, and Organizational Learning Experience" (Peter M. Kellett and Mary Leigh Wallace); "Strom Thurmond and the Metonymic Campaign of 1996" (Roy J. Schwartzman); "Definition and Metaphor in Ronald Reagan's Drug Control Discourse" (Ronald O. Wastyn); "The Gender Factor in Negotiations" (Jason M. Lewis); and "Analysis of Campus Conflict Using the Analysis Schema" (Rex M. Fuller and William D. Kimsey). An index to "The Carolinas Speech Communication Annual Volumes I-XIII" concludes the issue. (NKA)

ED 436 796 CS 510 175

McLennan, David B.
Carolinas Communication Annual, 1998.
PUB DATE- 98
NOTE- 105p.; For the annual volumes of this series for the period 1995-1999, see CS 510 172-176.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Elementary Education; *Film Study; *Intercultural Communication; *Interviews; Nazism; Religious Factors; *Speech Communication; Standards; Team Teaching
IDENTIFIERS- Ku Klux Klan; National Communication Association; Three Stooges

This 1998 issue of "Carolinas Communication Annual" contains the following articles: "Give Me That Old Time Religion?: A Study of Religious Themes in the Rhetoric of the Ku Klux Klan" (John S. Seiter); "The Three Stooges versus the Third Reich" (Roy Schwartzman); "Interdisciplinary Team Teaching: Implementing Collaborative Instruction in an Intercultural Communication Course" (Catherine Jolivet and Randy K. Dillon); "Application of NCA's Speaking, Listening and Media Literacy Standards to the Elementary Classroom Context" (Eunkyong Lee Yook); and "The Literary Interview as Public Performance: Notes on the Emergence of a New Genre" (John Rodden). (NKA)

ED 436 797 CS 510 176

McLennan, David B.
Carolinas Communication Annual, 1999.
PUB DATE- 99
NOTE- 83p.; For the annual volumes of this series for the period 1995-1999, see CS 510 172-176.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Cultural Context; Higher Education; *Introductory Courses; *Persuasive Discourse; *Speech Communication
IDENTIFIERS- Analogies; *Beatles; Clinton (Bill); Million Man

grievance, and investigation procedures should be immediately implemented. Principals should prepare for accusations, disruptions in routine, and various levels of trauma among those involved. (Contains 12 references.) (RJM)

ED 436 817   EA 030 143

Newton, Rose Mary; Fiene, Jeanne; Wagner, Christopher
Teacher Perceptions of Leadership: How Do They Emerge?
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Elementary Secondary Education; Expectation; *Instructional Leadership; *Principals; School Administration; *Teacher Attitudes

This paper reports on a study in which classroom teachers were asked to describe their perceptions of the principalship and to identify factors that influenced the development of their perceptions. Forty-five elementary, middle, and high school teachers, all of whom were enrolled in a course designed to facilitate the transition of teachers from the classroom to the principalship, participated. The teachers' written narratives and use of language were analyzed, using the constructivist theory of knowledge and learning, to identify the teachers' existing perceptions of leadership as exercised by school principals. The results show that the teachers used hierarchical terms to describe the power vested in building principals. The teachers expected principals to manage the school, to foster a culture conducive to learning, to improve student learning, to promote the school's image to the community, and to influence the larger community. Few teachers reported having opportunities to engage in dialogue with principals and some reported that they formed their impressions of principals at an early age. Some of the teachers relied on family values to justify or explain their perceptions. The narratives provided information about factors that influence individual teacher's learning and the processes that teachers use to synthesize information. (RJM)

ED 436 818   EA 030 144

Yildirim, Ali
Assessing Newly Developed Course-Based Curriculum: A Field Test Model and Its Implementation in a Curriculum Development Project in Turkey.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual European Conference for Research on Learning and Instruction (8th, Goteborg, Sweden, August 24-28, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Courses; *Curriculum Development; Educational Administration; Elementary Secondary Education; Field Tests; Instruction; Models; Program Descriptions; Program Development
IDENTIFIERS- *Turkey

This article introduces a field-test model that was developed within a major curriculum-development effort in Turkey. Part of the National Educational Development Project, the model provides a systematic set of steps in piloting a newly by students in grades 9-12 and students in grades 6-8. Four appendices provide an overview of Title VI funding, national Title VI data submission, and other information. (RJM)

ED 436 837 EA 030 166

DeRead, Carolyn G., Ed.
Guidebook to Colorado Charter Schools: Key Issues for Start-Up and Implementation of Charter Schools--Sample Documents Included.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 436p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; Educational Policy; Elementary Secondary Education; Nontraditional Education; Position Papers; Program Implementation; School Policy
IDENTIFIERS- *Colorado

This guidebook is intended for use by charter school planning groups as they prepare their applications to create a charter school in Colorado. It is also intended to guide charter school groups that have already implemented a program. It covers essential components of the charter school application and includes examples from existing charters. The guide provides information about the contractual agreement that must be signed with the local board of education, and it covers the responsibilities of the governing board, including the hiring of a director/principal and the development of policies for the schools. The text outlines all the steps in the development phase, including philosophy and mission statements, goals and objectives, evidence of support, educational programs and standards, plans for evaluating pupil performance, and budgeting. It then outlines the requirements for implementation, which includes governance and policy development, policy implementation, pupil performance assessment, governing board membership, operation, annual evaluation, how to select a director/principal, interviewing director/principal candidates, and student performance evaluations. The guide also provides a case study. Fourteen appendices feature copies of the necessary documents for implementing a charter school, such as employment policies, enrollment forms, bylaws, policy development, and waivers. (Contains 13 references and organizational resources.) (RJM)

ED 436 838 EA 030 168

How To Create Safe Schools: Action Steps for the Community. A Workshop and Planning Guide To Help Communities Bring Security and Peace to Their Schools.
PUB DATE- 96
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; *Crime Prevention; Elementary Secondary Education; Emergency Programs; Risk Management;

Directory and to randomly selected new member directors identified in the 1997/1998 Charter School Directory. A total of 180 questionnaires were returned. Demographic data show that 60 percent of charter-school students were white, 17 percent were African-American, 4 percent were Asian, 11 percent were Pacific Islander, 19 percent were Hispanic, and 2 percent were other. Among the findings, 34 percent of respondents indicated that legal services were available, and 29 percent reported the availability of training programs in the state. In regards to discipline, many charter schools do not follow the same discipline procedures as those followed by the local school district. Study participants reported concerns that were clustered around four basic areas: the lack of acceptance of charter schools as full partners, the lack of support by local districts of charter schools, the lack of research-based practices, and the scarcity of startup support. Another major concern was the tepidness of local support for charter schools. (Contains 11 references.) (RJM)

ED 436 857   EA 030 189

Haselton, W. Blake; Miller, Stephen K.
Support Education Excellence in Kentucky (SEEK): Impact on Student Outcomes.
PUB DATE- 99
NOTE- 41p.; Paper presented at the Conference of the Center of Excellence for Research and Policy on Basic Skills. (Nashville, TN, April 25-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Finance; *Educational Legislation; Elementary Secondary Education; *Finance Reform; *Outcomes of Education; *Program Effectiveness; State Aid
IDENTIFIERS- *Kentucky

This paper examines Kentucky's school-finance formula and student outcomes as related to the implementation of the Kentucky Education Reform Act (KERA) of 1990. The report provides background information on KERA and describes the creation of the Support Education Excellence in Kentucky (SEEK) funding mechanism, a three-tiered system composed of three distinct but closely related components. The paper focuses on the effects of centralization on SEEK. It looks at past funding strategies for education and provides a review of educational literature on school finance and the relationship of funding to student achievement. It offers a review of school-finance litigation and concludes that the effect of variables on indicators of student achievement produces a largely inconsistent finding. Included in the report are the results of a study in which data from public records for 176 local districts were gathered from the Kentucky School Board Association. The study asked such questions as: To what extent do selected financial characteristics contribute to student performance at the school-district level? Findings show that only one of the three selected financial characteristics influenced the district-level score. Comparisons of district expenditures indicate that significant revenue and spending gaps among Kentucky's 176 school districts still exist. (Contains 30 references.) (RJM)

ED 436 858   EA 030 190

Graves, Joseph J., Jr.

family, educational, and vocational instability. The paper concludes by urging the education community to examine the manner in which vocational education is provided to clients who may permanently feel the effects of drug and alcohol. (Contains 18 references.) (CR)

ED 436 877   EC 307 550

Kirchner, Corinne; Schmeidler, Emilie; Todorov, Alexander
Looking at Employment through a Lifespan Telescope: Age, Health, and Employment Status of People with Serious Visual Impairment.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 117p.; "With the assistance of Alistair Furnell."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Age Differences; *Blindness; *Employment; *Employment Patterns; National Surveys; Performance Factors; Predictor Variables; Research Needs; *Special Health Problems; *Visual Impairments

This report discusses the outcomes of a study that examined employment issues for people with serious visual impairments. The study reviewed data from the 1994 and 1995 National Health Interview Survey that included 128,001 people (ages 18-69) with and without visual impairments. Chapter 1 highlights age (seen as lifestage) and health status as critical determinants of the meaning and importance of employment in people's lives and suggests those facts have been surprisingly neglected as analytic tools in research on employment and disability. Chapter 2 reviews key variables relating to vision and disability status, key employment and work variables, and key social and health factors. Chapter 3 focuses on employment status and on "working" as a major life role, comparing people with serious visual impairment to the general public and to people with nonvisual impairments. Chapter 4 introduces employment data for people who are legally blind and compares them to others with serious visual impairments. The next chapter continues the focus on comparisons of people who are legally blind with others who have serious visual impairments. It shows that health and multiple impairments are powerful factors. The final chapter summarizes and discusses major conclusions and implications. (Contains 61 references and 45 tables.) (CR)

ED 436 878   EC 307 551

Cramer, Sharon F.
Collaboration: A Success Strategy for Special Educators.
PUB DATE- 98
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Higher Education; Interdisciplinary Approach; Parent Teacher Cooperation; Preservice Teacher Education; Reflective Teaching; *Regular and Special Education Relationship; Self Evaluation

oral testing, taped textbooks, assistive devices, computer-assisted learning, and extended time for testing. (CR)

ED 436 896 EC 307 569

Transition: School to Post-School Activities: Meeting Notice & Participants. Issues in Education. Technical Assistance Bulletin.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Compliance (Legal); *Disabilities; Financial Support; *Individualized Education Programs; Integrated Services; Parent School Relationship; School Districts; School Responsibility; Secondary Education; Student Participation; *Transitional Programs
IDENTIFIERS- Individualized Transition Plans; Missouri

This bulletin provides guidance and direction to Missouri local education agencies (LEAs) regarding the U.S. Office of Special Education Program's findings that indicate Individualized Education Program (IEP) transition meetings for students with a disability failed to: (1) provide a notice to parents of the IEP meeting with the required components, (2) invite the student to the meetings, and (3) invite representatives of any other agencies likely to be responsible for providing or paying for transition services. Information is provided on IEP meeting notification content, student participation in the IEP transition meeting, consideration of the student's preferences and interests when developing the transition services for the IEP, invitations to the IEP meeting for representatives of agencies likely to be responsible for providing or paying for transition services, identification of which agency will provide and pay for each of the transition services listed in the IEP, identification of the amount and types of services provided by other agencies in the IEP, and the responsibility of the school district for ensuring that the student receives a free, appropriate public education. (CR)

ED 436 897 EC 307 570

IDEA '97: The Role of General Educators. Linking to the General Education Curriculum and Participation in State- and District-Wide Assessment. Issues in Education. Technical Assistance Bulletin.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Accommodations (Disabilities); *Access to Education; *Curriculum Development; *Disabilities; Elementary Secondary Education; *Inclusive Schools; Individualized Education Programs; Regular and Special Education Relationship; *Standardized Tests; Standards; Student Evaluation; Student Participation; *Teacher Role; Teamwork
IDENTIFIERS- Alternative Assessment; Individuals with

identified numerous new students; utilized parents to determine family needs and develop strategies to meet those needs; expanded services for parents and families; expanded training opportunities for parents; initiated Intervener training; systematized and expanded technical assistance activities; expanded the project Loan Library and improved availability of information on deafblindness; developed the project Web site; continued implementation of the Usher Syndrome Screening Project; expanded collaboration with local, state, and national agencies; and secured two specialists in deafblindness. (DB)

ED 436 916 EC 307 590

West Virginia Services for Children with Deafblindness. Final Report. Project Period 10/1/95 - 9/30/99.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Deaf Blind; *Delivery Systems; *Disability Identification; Elementary Secondary Education; Family Programs; *Information Dissemination; Inservice Education; Outreach Programs; Postsecondary Education; *Technical Assistance; Training; Transitional Programs
IDENTIFIERS- Related Services; *West Virginia

This final report describes the accomplishments and activities of a four-year federally funded project to improve special education and related services for children with deafblindness in West Virginia. The paper describes the accomplishments of each of the project's eight objectives: (1) to identify children with deafblindness; (2) to train teachers and service providers; (3) to develop and maintain regional consultants; (4) to expand the project for the transition of youth with deafblindness from school to community; (5) to provide consultation and training to families; (6) to facilitate cooperation and coordination of the delivery of services with relevant state agencies; (7) to disseminate information about resources to service providers, families, and the community; and (8) to utilize an advisory committee in the development and implementation of services. Discussion of lessons learned from the project emphasizes the value of ongoing statistical analysis of the deafblind census for targeting service delivery, modification of the model using regional consultants, and use of a personal approach with families. Attached are a project newsletter and a mini-library list. (Contains 24 references.) (DB)

ED 436 917 EC 307 591

Colorado Services to Children with Deafblindness. Final Performance Report: October 1, 1995 to September 30, 1999.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 35p.; For a 1995 report on Colorado services to children with deafblindness, see ED 391 267.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Classroom's capabilities and the cost considerations. (Contains 10 references.) (GR)

ED 436 939 EF 005 543

Garber, Michael P.; Anderson, R. John; DiGiovanni, Thomas G.
Scale & Care: Charter Schools & New Urbanism.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; Educational Environment; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Public Schools; School Community Relationship; Student School Relationship

The Charter School movement combined with New Urbanist designers have uncovered the importance of scale in creating school environments that are more responsive to the needs of children. This paper examines the possibilities for mutual benefit for school and community by integrating school-building into the new urbanist tool kit. The discussion covers actual implementation: a prototype building, a means for integration into the community structure, and a financial analysis geared toward developers. Also explored are the benefits of small schools, charter school laws, and the synergism realized from the cooperation of charter school operators and new urbanist developers. Concluding sections contain footnotes, an annotated bibliography, and Web site listings for additional information. (GR)

ED 436 940 EF 005 553

Schneider, Tod
Crime Prevention through Environmental Design: School CPTED Basics.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Crime Prevention; *Educational Facilities Design; Elementary Secondary Education; Public Schools; *School Security

The Crime Prevention through Environmental Design (CPTED) concept suggests that natural surveillance, natural access control, and territoriality can be effectively applied to schools and surrounding environments to provide safety for students and teachers. This document presents the essential concepts of the CPTED and examines how the main office within a school can serve as the critical component in safe school design. A CPTED principle suggests that a well designed office should serve as the guardian at the gate, with excellent surveillance outside and inside the school, especially up and down hallways, the entry area, parking lots, drop off areas, and playing fields. Progressively higher levels of security design for the main entry and office areas are diagramed providing benefits and disadvantages of each. (Contains 16 references.) (GR)

ED 436 941 EF 005 589

Ohio School Facilities Commission 1998 Annual Report: Building Our Future.

*Learning Strategies; Longitudinal Studies; *Teaching Methods

This document comprises the entire output for the journal for 1999. "Brain-Based Learning Longitudinal Study Reveals Solid Academic Achievement Maintenance with Accelerated Learning Practice," is a longitudinal follow-up study to an article in the preceding issue of this journal (v23 n3-4). This study further validates the effectiveness of accelerated learning practices' detailed bridge to achievement-accelerated learning (BTA-AL) in both articles. The second article, "Tactual Resources at the College Level: Toys for Adult Learning," discusses the latest thinking and resources available for teaching nontraditional students who do not like to read and may be at high risk for college failure. The third article, a book review of "Changing Consciousness" (David Bohm and Mark Edwards), is titled "Exploring the Hidden Source of the Social, Political and Environmental Crises Facing Our World." Also included are "Brain-Based Accelerated Learning and Cognitive Skills Training Using Interactive Media Expedites High Academic Achievement", and a review of David Bohm's 1994 edited seminar transcript, "Thought as a System." The first article builds upon and expands the theoretical and empirical basis for validating the effectiveness of BTA/AL methods based on case studies in previous articles (v23 n3-4 and v24 n1-2) of this journal. The second article examines David Bohm's handling of the question: Can thought be aware of itself? (KFT)

ED 436 963   FL 026 075

Woytak, Lidia, Ed.
Applied Language Learning, 1989-1998.
PUB DATE- 98
NOTE- 1525p.; ISSN number varies.
LANGUAGE- English
EDRS Price- MF12 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adults; Cognitive Measurement; Cognitive Style; Computer Assisted Instruction; Cooperative Learning; English (Second language); *Instructional Innovation; *Intensive Language Courses; Interlanguage; Language Laboratories; Language Research; Learning Strategies; Learning Theories; Second Language Instruction; Second Language Learning; Teaching Methods; Vocabulary Development

This journal is intended to be a vehicle for professional communication, discussion, and debate in the field of foreign language education, with a special emphasis on the instruction of adults in both commonly taught and less commonly taught languages, for functional purposes, in an intensive setting. Topics in this volume include the following: oral and written proficiency testing; second language acquisition research; teaching methods; the role of grammar in the development of communicative ability; training and use of new instructional technologies; the utility of objective measures of the fluency of speakers of English as a Second Language; instructional implications of gender differences in second language learning; sheltered initiation language learning; deviant English and the para-poetic; computer-assisted language learning in cooperative learning; reading versus grammar in second language learning; examining the value of language partner programs; pragmatics in interlanguage; sociolinguistic patterns of Arabic native speakers and the implications for teaching Arabic as a second language; validity issues in computer-assisted strategy assessment; the link between reading proficiency and native-like pauses in speaking; pedagogical intervention and pragmatic competence development; free voluntary reading as a predictor

Development; Reflective Teaching; *Researchers; Second Language Learning; Student Needs; *Teacher Evaluation; Teacher Improvement; Teachers
IDENTIFIERS- *Content Area Teaching; ERIC Digests; *Sheltered English

The project described in this digest was designed with the belief that teacher professional growth can best be fostered through sustained collaborative inquiry between teachers and researchers. It set out to incorporate what is known about quality professional development with the special features necessary for meeting the needs of English language learners. The project defined a model of sheltered instruction based on the research of best practices, as well as on the experiences of the participating teachers and researchers. They collaborated in developing the observation tool being utilized in the study, the Sheltered Instruction Observation Protocol (SIOP), which identifies the features of sheltered instruction that can enhance and expand teachers' instructional practice. The SIOP was originally designed as an observation and rating tool for the researchers to use while viewing the participating teachers in the classroom. During the course of the project, however, the participating teachers discovered its potential as a tool for lesson planning and reflection. The model has been used to train middle school teachers to implement effective sheltered strategies in their classes in four large urban school districts (two on the East Coast and two on the West Coast). (UWL)

ED 436 982 FL 026 143

Hinton, Leanne
Involuntary Language Loss among Immigrants: Asian-American Linguistic Autobiographies. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Asian Americans; *Bilingualism; *English (Second Language); Heritage Education; Higher Education; *Language Maintenance; *Language Skill Attrition; Second Language Learning
IDENTIFIERS- ERIC Digests; *Native Language; University of California Berkeley

This digest draws on a set of linguistic autobiographies written by Asian-American college students in classes at the University of California at Berkeley over the last several years, and examines the pattern of language shift that takes place in the young first- and second-generation student and why this shift takes place. It also looks at the efforts families make to keep their heritage language strong (and why those efforts often do not work) and at those rare people who have succeeded in becoming bilingual, and what happened to make it possible. Specific sections discuss the following: learning English; first language attrition; factors relating to first language retention and attrition; efforts at language maintenance; the University of California, Berkeley environment; and thoughts for future generations. (UWL)

ED 436 983 FL 026 144

Questionnaire

This study examined college activities and environmental factors associated with the acquisition of continuous learning skills, looking at where students who report the greatest gains in continuous learning devote the most time and energy and at the student and institutional characteristics associated with above-average gains in the capacity for continuous learning. The sample for this study was composed of 17,541 college seniors attending four-year institutions who completed the College Student Experiences Questionnaire between 1994 and 1997. Four tentative conclusions were reached: (1) as a group, college seniors reported making substantial progress in areas important to continuous learning; (2) certain college activities and environmental factors appear to be important, including amount of effort students devote to classroom activities, amount of effort devoted to science and technology, and an institutional environment valuing critical, evaluative, and analytical performance; (3) gender differences suggest that men benefit most from peer engagement, while for women, involvement in athletic and recreational activities is important; and (4) some activities, such as participation in formal extracurricular activities, appear to contribute little to continuous learning competencies and skills. Nine tables summarize regression data. The questionnaire is appended. (Contains 36 references.) (CH)

ED 437 005 HE 032 693

Serow, Robert C.; Demery, James
Faculty Perspectives on Teaching at a Research University. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Faculty; *Faculty College Relationship; Faculty Evaluation; Faculty Promotion; Higher Education; *Research Universities; State Universities; Teacher Attitudes; Teacher Background; Teacher Motivation; *Teaching (Occupation)
IDENTIFIERS- *ASHE Annual Meeting; Faculty Attitudes; Faculty Research; *Faculty Status

This paper examines the status and role of teaching faculty at research-intensive universities. After agreeing that research was the dominant element in the university's reward system, a case study format was used to examine the attitudes of 11 active and 18 less-active researchers at a large public research institution regarding their own adaptation first to the institutional reward system, and secondly to their stated attitudes and beliefs toward teaching and research roles. The study found that while active researchers reported somewhat more positive attitudes toward research than did the less-active researchers, there was considerable variation across and within the two groups; both groups held strong allegiance to the historic teaching mission of public universities. The paper concludes by placing the tensions between research and teaching within the broader context of the contemporary debate over the character of higher education. (Contains 27 references.) (CH)

ED 437 006 HE 032 694

IDENTIFIERS- Massachusetts; Technology Implementation; Technology Integration

This yearbook for the Massachusetts Association for Supervision and Curriculum Development (MASCD) provides educators with models of successful practices and raises questions and potential solutions to issues of accountability, policy, long-term planning, funding, and student motivation for learning. This 1998 yearbook assists educators at all levels to learn about, and with, the Wired Curriculum. Following comments from Linda Roberts made during the MCET broadcast, Massachusetts NetDay 1996, are the following contributed chapters: "Technology Is a Tool, Education Is a Relationship" (Steven Miller); "Five Keys to Successful Technology Implementation" (Frank Betts); "The Technology Coordinator as Political Activist" (Beth Lowd); "The Last Lie" (Alan November); "The Internet: We're Wired, Now What?" (Bard Williams); "Exploiting the Power of Media Integration" (Henry Olds); "Orcas in Our Midst in a Seventh Grade Classroom" (Sarah C. Haavind and Ann Koufman-Frederick); "Managing Mountains of Information: Helping Students Cope with the Information Age" (Martha Stanton); "School Productivity Centers: Customized Integration of Technology" (Virginia Warn); "Technology Redesign, Integration and Renewal: A Case Study" (Mary Frances Zilonis); "Teacher Preparation, Technology and the Academic Tradition: What's a Sweet Program Like You Doing in a Place Like This?" (John LeBaron); and "Professional Development for the Use of Technology in Schools: It Takes a Network To Connect a Village!" (Isa Kaftal Zimmerman). (AEF)

ED 437 026 IR 019 836

Alhalabi, Bassem; Hamza, M. Khalid; Hsu, Sam; Romance, Nancy
Virtual Labs vs. Remote Labs: Between Myth & Reality.
PUB DATE- 98
NOTE- 5p.; Paper presented at the Florida Higher Education Consortium Statewide Conference. (7th, Deerfield Beach, FL, November 12-14, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Course Content; *Distance Education; Educational Environment; Higher Education; *Laboratories; *Online Systems; *World Wide Web

Many United States institutions of higher education have established Web-based educational environments that provide higher education curricula via the Internet and diverse modalities. Success has been limited primarily to virtual classrooms (real audio/video transmission) and/or test taking (online form filing). An extensive survey was carried out that examined the course content offered by many leading private and public North American Universities and some colleges in the United Kingdom that offer full or part-time programs via the Internet. Four alternative methods that have been employed to place laboratories online include: videotapes, home kits, arrangements with local facilities, and software simulation. These are far from being "real" labs. In electrical and computer engineering and other technical fields, the challenge remains how students can perform real working lab experiments through virtual technology. The innovative concept of having a Real Lab on the Internet via Remote Lab Technology could provide a solution. (Contains 21 references.) (AEF)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Bibliographies; Depository Libraries; *Federal Government; Federal Legislation; Federal Regulation; *Government Publications; Indexes; Information Dissemination; Information Services; *Information Sources; Internet; Nonprint Media; Presidents of the United States; Printed Materials; Research Reports; Statistical Data
IDENTIFIERS- Government Printing Office; Legal Information; Legislative History

This book provides an account of the general and specialized sources, in print and non-print formats, that make up the bibliographic and textual structure of federal government information. This edition has been revised to reflect the many changes that have occurred in the production and dissemination of government products within the last five years of the final decade of the twentieth century. Chapters are: (1) "The Transformation of Government Information"; (2) "Government Printing Office Programs and Services"; (3) "The Federal Depository Library Program"; (4) "General Finding Aids and Selected Reference Sources"; (5) "Legislative Branch Information Sources"; (6) "The Presidency"; (7) "Administrative Law: Regulations and Decisions"; (8) "Legal Information Sources"; (9) "Statistical Sources"; (10) "Intellectual Property"; (11) "Selected Departments and Agencies by Function"; and (12) "Geographic Information Sources." An appendix presents a chronology of primary source materials for the impeachment and trial of President William J. Clinton. A title/series index and a subject/name index are included. (AEF)

ED 437 047 IR 057 566

Woolls, Blanche
The School Library Media Manager. Second Edition. Library and Information Science Text Series.
PUB DATE- 99
NOTE- 340p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgets; *Educational Media; Elementary Secondary Education; Information Management; Information Technology; Librarians; *Library Administration; Library Collection Development; Library Planning; Library Services; *Media Specialists; Networks; Organization; Personnel Management; Program Development; *School Libraries; Textbooks

This guide to managing school libraries, including references to the most recent AASL guidelines, "Information Power: Building Partnerships for Learning," uses a format similar to the previous edition. Chapters 1 and 2 offer a brief history of school library media programs and describe the role of the media specialist in new technologies. The chapters have been expanded to address different relationships with public libraries and to help media specialists meet the challenge when combined libraries are suggested. Chapter 3 describes preparation programs and job-seeking behavior for the potential library media specialist. Chapter 4 discusses the first week on on the learning strategies children used and on the collaborative relationship established between the pre-service teachers and the teacher-librarian. This study tracked how pre-service teachers reacted to working with teacher-librarians. Results indicated these projects created authentic environments where pre-service teachers learned the role of the teacher-librarian and how the curriculum development process associated with resource-based learning develops through school library programs. (Author/MES)

ED 437 065 IR 057 601

Wolcott, Linda L.; Lawless, Kimberly A.; Hobbs, Deborah
Assessing Pre-Service Teachers' Beliefs about the Role of the Library Media Specialist.
PUB DATE- 99
NOTE- 9p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Elementary Secondary Education; Guidelines; Higher Education; Learning Resources Centers; *Librarian Teacher Cooperation; Librarians; Library Administration; *Library Role; Library Services; National Standards; Preservice Teacher Education; Preservice Teachers; *School Libraries; Tables (Data); *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- Information Power (AASL AECT)

The 1998 revision of the "Information Power" guidelines focuses on building partnerships for greater student learning. While not a radical departure from the previous edition, the recent document emphasizes both greater collaboration and leadership and increased involvement with the technologies of information and learning. This study examined whether teacher education programs are preparing tomorrow's teachers to expect and accept the redefined role of the school library media specialist. It involved the development and administration of a scale to assess pre-service teachers' beliefs about the role of the school library media specialist. The results of the pilot study reported here are preliminary but suggest that, while pre-service teachers distinguish three distinct sets of functions, they place more emphasis on those functions associated with information access and delivery than on those related to learning and teaching. Furthermore, pre-service teachers do not appear to understand the role areas of learning/teaching and program administration. (Author/MES)

ED 437 066 IR 057 602

Oberg, Dianne; Hay, Lyn; Henri, James
The Role of the Principal in an Information Literate School Community: Findings from an International Research Project.
SPONS. AGENCY- International Association of School Librarianship, Seattle, WA.; International Federation of Library Associations and Institutions, London (England).
PUB DATE- 99
NOTE- 17p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th,

Hope Scale scores would play a significant role in predicting the effectiveness of a five-session career planning workshop for 61 adults. The results of three hierarchical regressions suggest that the trait hope does not play a significant role in predicting participants' career decidedness, career decision-making self-efficacy, or vocational identity after completing the workshop. Second, this study's purpose was also to investigate the effectiveness of this five-session career planning workshop for adults. Repeated measures, single sample t-tests were performed. Significant change scores were found on four of the five repeated measures including pre- to post-treatment scores on career decidedness, vocational identity, career decision-making self efficacy, and state hope. Only work hope scores did not change significantly from pre- to post-treatment. Results suggest that while the participants in this workshop changed significantly from pre- to post-workshop, trait hope did not play a significant role in the participants' outcome. (Contains 148 references.) (Author/VWC)

ED 437 086   JC 000 046

Vaughan, George B.
The Community College Story. Second Edition.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Community Colleges; Curriculum; Educational Change; Educational History; Governance; *Institutional Mission; *Institutional Role; Program Descriptions; Two Year College Students; *Two Year Colleges

This book offers a brief overview of the history and the important role of community colleges in the U.S. and describes some of the political and societal influences that prompted their development. Various themes relating to the community college mission are discussed, including access and equity, comprehensive services, community needs, and lifelong learning. This work examines the programs and curricula common to community colleges, provides an overview of funding sources and governance, and profiles students and faculty. Chapter 1, The Community College, provides a brief overview (contains 2 tables). Chapter 2, The Mission, contains subsections titled Open Access and Equity, Comprehensiveness, Community-Based, Teaching and Learning, and Fostering Lifelong Learning. Chapter 3, Implementing the Mission, discusses College Transfer Programs, Occupational-Technical Programs, Developmental Education, and college services (contains 3 tables, 1 figure). Chapter 4, Students and Faculty, contains seven figures. Chapter 5, Funding and Governance, contains one figure. Chapter 6, A History of Innovation, describes the rise of community colleges in the past 100 years. Chapter 7, A New Century, discusses future roles, trends, and expectations. Appendices include milestones in community college history, 22 suggested readings, and 13 Internet resources. (RDG)

ED 437 087   JC 000 047

Strategic Plan for Texas Public Community Colleges, 1999-2003.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Educational Assessment; *Educational Quality; Instructional Effectiveness; Instructional Improvement; *Outcomes of Education; School Surveys; *Student Attitudes; Student Reaction; *Student Surveys; Two Year Colleges
IDENTIFIERS- *Salt Lake Community College UT

This report reviews the past five years of student class evaluations at Salt Lake Community College (SLCC). Included in the review are the Instructional Assessment System (IAS) student class evaluations, the results from the new, non-returning and graduating student surveys, and observations on the student comments in those surveys. The average IAS student class evaluation score for the entire college has remained consistently high during the past five years. Students rate their satisfaction with instructors even higher than the classes as a whole. In the fall semester 1998, 94 percent of all classes were rated as "good" or better and 6 percent were rated as less than "good." Twenty-three percent received an outstanding rating of 4.50 and better on the 5-point scale. The student survey responses support the very positive IAS results. The open-ended student comments in the mail surveys differ from the student comments in the IAS class ratings. The survey comments are made by only a few respondents and tend to be negative. The IAS comments are more numerous and reflect the very good class ratings. The SLCC results are similar to comparable results in the state of Utah, undergraduate IAS results at the University of Washington, and at two other community colleges. (VWC)

ED 437 107 JC 000 068

Rabb, Theodore, K., Comp.
Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University, 1998-1999.
PUB DATE- 99
NOTE- 176p.; For individual articles from "Issues of Education at Community Colleges," see JC 000 069-079.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Community Colleges; *Educational Practices; Educational Research; Essays; Faculty Development; Faculty Fellowships; Faculty Publishing; Two Year Colleges

This collection focusing on Issues of Education at Community Colleges presents eleven essays by fellows in the mid-career fellowship program at Princeton University: (1) "Teaching the Methodology of Science: The Utilization of Microbial Model Systems for Biometric Analyses" by Joseph A. Adamo; (2) "Two Modes of Mathematics Instruction" by Simon I. Aloff; (3) "Writing-Across-the-Curriculum at Union County College" by Marjorie Barnes; (4) "Non-Traditional Teaching Styles in Physics" by Bruce R. Boller; (5) "Cheating and its Vicissitudes" by Mark L. Cozin; (6) "Instructional Technology and Faculty Development" by Carole A. Holden; (7) "Use of the Internet in Teaching Mathematics in the Community College" by Charles J. Miller, Jr.; (8) "Cooperative Learning in the Community College Biology Classroom" by Doris C. Morgan; (9) "Non-Traditional Instruction" by Jeannette I. O'Rourke; (10)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Community Colleges; Comparative Analysis; *Constructivism (Learning); Educational Change; Educational Quality; Educational Research; *Educational Technology; Instructional Innovation; Learning Modules; *Multimedia Instruction; Multimedia Materials; Outcomes of Education; Program Development; Program Effectiveness; Teaching Methods; Two Year Colleges; World Wide Web

This paper explores the effectiveness and efficiency of multimedia-computer-based text accompanied by illustrations, graphs, simulations, and animation in teaching chemistry. The paper cautions that although multimedia may be a means to more effective teaching, there is no assurance that it increases student learning. Studies suggest that performance generally improves when the mode of instruction changes. Thus, students may initially improve their performance when a multimedia format is introduced, but this increased learning may diminish as the new method becomes the norm. The paper provides several excerpts from educational research that address this issue. Some of this research indicates also that technological integration in the classroom is initially met with great public support and student enthusiasm, but when the focus is on hardware and its abilities rather than the content and quality of instruction, learning problems occur and the technology eventually is abandoned. Well-designed packages from publishers, offering CDs and Web pages with constantly updated material that is alterable by the professor, would be beneficial. In addition, a constructivist method coupled with new technology may be more effective for long-term learning. Included are examples of instructors who have implemented effectively various techniques for increasing student learning. (Contains 10 references.) (YKH)

ED 437 127 JC 980 317

Perryman, Garry
Using Multimedia for Teaching Analysis in History of Modern Architecture.
PUB DATE- 98
NOTE- 18p.; In its: "Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University"; see JC 980 309.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Architectural Education; Architectural Programming; Architectural Research; *Cognitive Processes; Community Colleges; Computer Assisted Instruction; *Computer Uses in Education; Content Analysis; Data Analysis; Educational Change; Educational Innovation; Epistemology; Evaluation Methods; Learning; *Multimedia Instruction; Multimedia Materials; Program Development; Teaching Methods; Two Year Colleges
IDENTIFIERS- Blooms Taxonomy

This paper presents a case for the development and support of a computer-based interactive multimedia program for teaching analysis in community college architecture design programs. Analysis in architecture design is an extremely important strategy for the teaching of higher-order thinking skills, which senior schools of architecture look for in potential transfers. Interactive multimedia learning accommodates self-paced, individual comprehension rates and allows for repetition of material, using the computer to combine text, graphics, audio, and video with links that let the user navigate and

Patterns; Foreign Countries; Graduate Surveys; *Indigenous Populations; Institutional Characteristics; Learning Activities; *Outcomes of Education; Postsecondary Education; Questionnaires; School Holding Power; Secondary Education; Services; Statistical Data; *Student Attitudes; Student Characteristics; *Vocational Education
IDENTIFIERS- *Australia

A study examined the outcomes attained by 389 indigenous students who completed programs at the 4 largest Aboriginal community-controlled adult education colleges in the 9-member Federation of Independent Aboriginal Education Providers (FIAEP). The survey, which elicited a 57% response rate, established that, although a very large percentage of the students surveyed had the most severely disadvantaged backgrounds, their educational outcomes were higher than the outcomes attained by indigenous peoples in the vocational education and training (VET) sector overall. The students' employment rate rose from less than 20% before completion of their course to 36% afterward, and an additional 13% of students obtained new paid employment or self-employment after completion of their course. Of the students surveyed, approximately one-third continued their study within the sector after completing their course, another 24% undertook further education and training elsewhere, 21% credited their educational experience with helping them sort out their lives, and more than 36% credited their course with increasing their confidence. (The report contains 33 references and 51 tables. Appended are the following: VET courses and programs offered by the FIAEP in 1997, selected Australian vocational education and training statistics, official definitions of employment-related terms, and survey questionnaire.) (MN)

ED 436 631   CE 079 475

Lowrie, Tom; Hill, Doug; Smith, Erica
Competency-Based Training: A Staff Development Perspective.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Classroom Techniques; *Competency Based Education; *Educational Practices; Focus Groups; Foreign Countries; High Schools; Models; National Surveys; Postsecondary Education; *Staff Development; Teacher Responsibility; Teacher Role; Training Methods; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Australia; Impact Studies

The impact of competency-based training (CBT)on the role and responsibilities of instructors across Australia's vocational education and training (VET) sector was examined. The study focused on the following: quality and nature of CBT instruction throughout Australia; ways VET instructors have adapted their practice to accommodate CBT; and staff development issues present in CBT. The main data collection activities were as follows: nationwide survey of a sample of 726 VET instructors (response rate, 23%); detailed investigation of 6 VET providers using CBT; and 2 focus groups with staff development personnel and new instructors. CBT appeared to be well understood by instructors across the VET sector, and in most cases, acceptance of CBT was moderately high. Practitioners were more satisfied with their level of understanding of CBT than with aspects of their practice in CBT such as assessment on demand

Sources of funding for training programs for the unemployed are the Federal Ministry of Labor, Health, and Social Matters and the European Social Fund. (Contains 70 references.) (YLB)

ED 436 650 CE 079 498

Ahola, Sakari
The Matching of Educational and Occupational Structures in Finland and Sweden. Final Report. CEDEFOP Dossier.
PUB DATE- 99
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Comparative Analysis; Education Work Relationship; *Educational Certificates; Educational Needs; Educational Research; Foreign Countries; Job Skills; *Occupational Information; *Occupations; Outcomes of Education; Postsecondary Education; *Profiles; Secondary Education; *Student Certification; Student Characteristics
IDENTIFIERS- *Finland; *Sweden

This report studies the matching of educational and occupational structures in Sweden and Finland by using classifications that include all educational and occupational groups. By using comprehensive databases available in Finland and Sweden, it aims to develop the methodological and theoretical perspectives of the research on education and occupations to gain a clearer understanding of the matching of education and occupations and of the factors accounting for the differences between the occupational profiles of similar educational programs. Parts 1 and 2 discuss some basic aspects of the underlying school-to-work transition problem and the matching framework. Part 3 describes the data sets and the basic classifications used in the occupational profile analysis. Part 4 provides basic information on the features of Swedish and Finnish educational and occupational structures and the changes during the 1980s. Part 5 on tertiary education and Part 6 on secondary education summarize the key findings of the analysis of occupational profiles applying the similarity and domain indexes to the 1990 data sets. Part 7 presents the analysis of age differences and changes in time. Part 8 presents an experimental matching analysis. Part 9 offers conclusions. Appendixes contain 39 references, educational and occupational classifications, and similarity and domain indexes. (YLB)

ED 436 651 CE 079 500

Livingstone, D. W.
Exploring the Icebergs of Adult Learning: Findings of the First Canadian Survey of Informal Learning Practices.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 38p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Educational Trends; Enrollment Trends; Experiential Learning; Foreign Countries; *Independent Study; *Informal Education; *Lifelong Learning; National Surveys; Nonformal Education; Trend Analysis
IDENTIFIERS- *Canada

interwoven with science; curriculum, instruction, and assessment are skill-oriented; technology education is substantially rooted in elementary schools; and the problem-solving process is emphasized. (The content framework of the new technology curriculum and the suggested time allocation for the new program are presented.) (YLB)

ED 436 670 CE 079 541

Clements, Margaret; Luke, Stephanie; Yates, David; Watts, Tony
Personal Learning Planning. A Framework for Lifelong Career Development. NICEC Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; *Career Guidance; *Career Planning; Education Work Relationship; *Employment Services; Foreign Countries; *Lifelong Learning; Long Range Planning; Models; Partnerships in Education
IDENTIFIERS- Life Planning; *United Kingdom

The Personal Learning Planning (PLP) model focuses on the needs and ongoing development of the individual, links career guidance to the learning process, and links learning to work. It identifies ways in which the Careers Service (CS) in Britain can work in partnership with other professionals and provides consistent and continuing support for the individual's career development on a lifelong basis. Individuals need to be encouraged to engage in a regular process of reviewing, recording, and planning in relation to their learning and work throughout their lives with the progress file as the reference point. Foundations for the process should be laid in schools and individuals encouraged to manage the process themselves with access to ongoing support. A key worker should be responsible to provide support, including access to specialist guidance for those who need it. Guidance provision should be available at three levels: core service for all; filtered service for those who need specialist help; and intensive service for those in particular need of ongoing specialist help. CS's role is to secure the agreement of the partner organization/professionals to support the model; offer key worker training and support; and provide core, filtered, and intensive services. (Examples of the model are attached for six target groups within CS's statutory client group: year 9 pupils; key stage 4 pupils; full-time post-16 students; work-based trainees; unemployed young people; and employed young people. A transparency master of the PLP process is provided.) (YLB)

ED 436 671 CE 079 542

Killeen, John; Watts, Tony; Kidd, Jenny
Social Benefits of Career Guidance. NICEC Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Education; *Career Guidance;

ED 436 688 CG 029 564

Halpern, Robert
Fragile Families, Fragile Solutions: A History of Supportive Services for Families in Poverty.
PUB DATE- 99
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Caseworker Approach; Child Rearing; Community Needs; *Community Services; *Family Life; Family Programs; *Poverty; Poverty Programs; *Social Services; Social Work; *Welfare Services
IDENTIFIERS- *Historical Background; Service Quality

This book examines the history of supportive social services to examine ways in which those services have been helpful, and sometimes unhelpful, to poor families; the factors that have constrained service provision and reform; and what would make the service enterprise viable in the coming years. Discussed are formative influences on the development and evolution of supportive social services; their objectives and underlying assumptions; approaches, achievements, and dilemmas faced by providers; and lessons learned from experiences. Selected current reform initiatives are also examined, as well as innovative service approaches in relation to those lessons. The focus of the book is on those services designed to support and, as necessary, strengthen childrearing and family life and, to a lesser extent, those designed to help poor families move toward economic independence. Chapters 1 and 2 analyze the emergence of services as a distinct and social realm and formative dilemmas in purpose and practice. Chapters 3 and 4 discuss developments spanning the 1920s to 1960s, including early organization trends and the consolidation of services and efforts to respond to changing inner-city populations. Chapters 7 and 8 look at the complicated mixture of developments in supportive services during the 1970s and 1980s. Chapter 9 discusses developments during the 1990s: emergent ideological debates; developments in social welfare policy; and current service reform trends, approaches and specific initiatives. The concluding chapter summarizes the lessons learned from historical experience with supportive services and discusses tasks for the future--the conceptual one of restructuring a more positive vision of social services and the concrete one of designing and supporting good services on the ground. (Contains 385 references.) (GCP)

ED 436 689 CG 029 573

Souza, Katherine Zimmer
A Review of Spirituality in Counselor Education.
PUB DATE- 99
NOTE- 16p.; Paper presented at the National Conference for the Association for Counselor Education and Supervision (New Orleans, LA, October 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Characteristics; *Counselor Training; *Cultural Pluralism; Curriculum Development; *Curriculum Evaluation; Higher Education; Religion; *Religious Factors;

Materials; *Sadness
IDENTIFIERS- *Loss

Because children experience grief in a variety of contexts, adults need a guide through the maze of thoughts and feelings that loss evokes for themselves and their children. This guide seeks to empower parents, educators, clergy, and health care professionals to handle children's loss and grief issues in an informed, open, and loving way, reducing the fear and denial often associated with these topics. The text is divided into nine chapters. Chapter 1 provides loss and grief statistics leading into the 21st century and explores the categories of childhood losses, offering suggestions on how to help. Chapter 2 explores the myths of loss and grief with which adults have been raised, and chapter 3 explains the four psychological tasks of grief, including the child's developmental understanding from birth to adolescence. Grief resolution techniques that can be used at home or in school are presented in chapter 4. Chapter 5 presents a story that provides an answer to the question of what to say when a child wants to say goodbye to a dying person. Intended especially for educators, chapter 6 describes the challenges that they and their students face daily. Chapter 7 presents a model for a community grief team, encompassing issues on parent education, advocacy in schools, child education, professional training, and multicultural considerations. Lists of national resources and a general list of community resources for caregivers are included in chapter 8. Chapter 9 concludes with annotations of books for adults and children, videos, manuals, CD-ROM, guides and curricula. Web sites for families and professionals about grief and loss have also been included. This second edition of "Life and Loss" seeks to create a framework for children's griefwork in the new millennium with a large number of updated resources. (Contains 46 references.) (GCP)

ED 436 709   CG 029 707

Violence and Weapons in Texas Schools. Measuring Up: The State of Texas Education. A Special Report of the Texas Kids Count Project.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Crime Prevention; *Educational Environment; Elementary Secondary Education; High Risk Students; Nontraditional Education; *Public Schools; *School Safety; School Security; Statistical Surveys; Teacher Attitudes; Victims of Crime; *Violence; *Weapons
IDENTIFIERS- *Juvenile Crime; *Texas

While violence in Texas schools is unacceptably frequent, some types of school violence have declined in recent years--most likely because of programs designed to improve safety in schools and in the community. This report examines data on juvenile violent crime in Texas as well as the incidence of violence in the schools over recent years. Contrary to popular perceptions that violence is increasing dramatically in schools, new data indicates that over the last 5 years, the incidence of violence in relation to number of students has remained relatively constant. Even though youth crime appears to be declining, studies report that violent acts committed by youth are more serious, and these violent acts are being

This special issue of the newsletter "Council Connections" reports on the First North American Leadership Academy. The Academy's theme was "Strengthening the Operation of Reading Recovery" and its purpose was to develop opportunities for strengthening Reading Recovery in individual schools, sites, school districts and state and provinces throughout North America. The Academy focused on implementation planning (and re-planning), research, funding, and advocacy in Reading Recovery. The special issue begins with a summary of remarks of the keynote speaker (Marie Clay) and then summarizes presentations made in 7 separate conference sessions: (1) "Planning for the Effective Implementation of Reading Recovery and Descubriendo la Lectura"; (2) "Data Collection, Reporting, Monitoring, and Follow-up for Reading Recovery and Descubriendo la Lectura; (3) "Issues of Efficiency, Effectiveness, and Cost Benefits in Reading Recovery and Descubriendo la Lectura"; (4) "Building Ownership for Reading Recovery and Descubriendo la Lectura"; (5) "Grant Writing Workshop"; (6) "Examining the Legislative Process at Federal, State, and Local Levels; and (7) "Government Funding Sources." (RS)

ED 436 729 CS 013 780

Nelsen, Marjorie R.; Nelsen-Parish, Jan
Peak with Books: An Early Childhood Resource for Balanced Literacy. Third Edition.
PUB DATE- 99
NOTE- 308p.; Foreword by Jim Trelease. Colored pages will not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; *Childrens Literature; *Critical Thinking; Early Childhood Education; *Early Reading; Learning Activities; Learning Strategies; Parent Participation
IDENTIFIERS- *Balanced Literacy; *Beginning Writing

This book shows how to use popular children's literature to build reading, writing, and cognitive skills in an inquiry-based environment. This third edition has been expanded to include first and second grades. New features include: (1) new emphasis on culturally diverse storybooks; (2) a description of the experiential learning inquiry process; (3) new phonemic-awareness and story-structure strategies; (4) expanded model writing, and (5) more parent activities. Each of the 42 chapters is a self-contained literature-based study with accompanying strategies that employ art, music, drama, finger rhymes, poetry, math, and science activities. After a foreword by Jim Trelease and a preface and introduction, chapter titles are: "Ask Mr. Bear" (Marjorie Flack); "Bedtime for Frances" (Russell Hoban); "Blueberries for Sal" (Robert McCloskey); "Brown Bear, Brown Bear, What Do You See?" (Bill Martin, Jr.); "Caps for Sale" (Esphyr Slobodkina); "Chicka Chicka Boom Boom" (Bill Martin, Jr. and John Archambault); "Each Peach Pear Plum" (Janet and Allan Ahlberg); "Freight Train" (Donald Crews); "The Gingerbread Boy" (Paul Galdone); "Good Morning, Chick" (Mirra Ginsburg); "Goodnight Moon" (Margaret Wise Brown); "The Grouchy Ladybug" (Eric Carle); "Have You Seen My Duckling?" (Nancy Tafuri); "Hush! A Thai Lullaby" (Minfong Ho); "If You Give a Mouse a Cookie" (Laura Joffe Numeroff); "The Little Mouse, The Red Ripe Strawberry and THE BIG HUNGRY BEAR" (Don and Audrey Wood); "The Little Red Hen" (Paul Galdone); "Make Way for Ducklings" (Robert McCloskey); "Mama, Do You Love Me?" (Barbara M. Joosse); "May I Bring a Friend?" (Beatrice Schenk de sometimes frustrating, this paper explores the sources of these tensions and ways to maximize teacher learning while reducing anxiety and frustration. It discusses the nature of professional development (fidelity to Reading Recovery procedures versus teachers' professional expertise, and socialization versus collaboration); the nature of teaching (training versus inquiry, and conversation versus interrogation; and the nature of knowledge (problems versus answers, and facts versus transformation). The paper concludes that tensions arise as Reading Recovery trainers, teacher leaders, and teachers extend and refine the shared knowledge of its members, and it is the development of knowledge of the individual and the community that ensures that every experience carries its lesson. Contains 11 references, a table illustrating the tensions, and a figure. (RS)

ED 436 752   CS 013 804

Lewis, Sharon
School Reports: Creating Common Understandings.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Data Collection; *Early Intervention; Instructional Effectiveness; Primary Education; Program Effectiveness; *Reading Difficulties; *Reading Instruction; *Research Reports; Student Needs
IDENTIFIERS- *Reading Recovery Projects; Texas

Suggesting that creating a report for each school involved in the Reading Recovery program can have a powerful impact, this paper shows the current model of campus reports for the Spring Branch Independent School District, Houston, Texas. The report form described in the paper is continually growing and changing through need and collaboration with principals and team members. It discusses including (1) the school's history; (2) the outcomes for every child; (3) sharing student data; (4) longitudinal components; (5) ownership for each child; (6) data on daily lessons; (7) service by teachers; (8) level of implementation; (9) data from questionnaires; and (10) a section on school team considerations. The paper concludes that the reports are worth whatever time and energy they require because data-driven decisions are the most powerful and have the greatest impact. Contains 4 references and 8 figures illustrating what can be included in these reports. (RS)

ED 436 753   CS 013 805

Fisher, Charles; Adler, Martha A.
Early Reading Programs in High-Poverty Schools: Emerald Elementary Beats the Odds.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)

the book include: ready-to-use activities; sample reading texts; group demonstrations; and classroom-tested teaching suggestions. Each unit includes an introductory narrative, advice on using the theme, related language arts and extension activities, a list of trade books, and class activities. The first unit, "Many Different Families," addresses different kinds of family groups and homes. The second unit, "Safari Down My Street," emphasizes positive things about living in big cities. The third unit, "Country Cousin," focuses on life on the farm. Appendixes contain advice on setting up and running a learning center; advice on how to make and use bulletin boards and file folders; a 47-item glossary; instructions on how to make a book; and 10 teacher resources. (RS)

ED 436 775 CS 216 957

McAllister, Elizabeth A.; Hildebrand, Joan M.; Ericson, Joann H.
Our Environment. Language Arts Theme Units, Volume I. Cross Curricular Activities for Primary Grades.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 83p.; For other volumes in this series, see ED 428 393-394.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; *Environmental Education; Integrated Activities; *Language Arts; Multiple Intelligences; Primary Education; Reading Skills; Spelling; Thematic Approach; Units of Study; *Weather; Writing Skills
IDENTIFIERS- Air; *Deserts; *Ponds

Suggesting that students in the primary grades can explore the world around them and practice valuable skills in spelling, reading, writing, communication, and language, this book presents cross-curricular units on the environment that reach diverse needs by working through emotional memory, deductive reasoning, and multiple intelligences. Features of the book include: ready-to-use activities; sample reading texts; group demonstrations; and classroom-tested teaching suggestions. Each unit includes an introductory narrative, advice on using the theme, related language arts and extension activities, a list of trade books, and class activities. The first unit is "Our Invisible Cloak, the Air"; the second unit is "All in a Day's Weather"; the third unit, "A Dry, Dry Place," focuses on the desert; and the fourth unit is "A Pond Is not a Puddle." Appendixes contain advice on setting up and running a learning center; advice on how to make and use bulletin boards and file folders; a 47-item glossary; instructions on how to make a book; and 10 teacher resources. (RS)

ED 436 776 CS 216 958

London, Bette
Writing Double: Women's Literary Partnerships. Reading Women Writing.
PUB DATE- 99
NOTE- 234p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Authors; Cultural Context; *English Literature;

March

This 1999 issue of the "Carolinas Communication Annual" contains the following articles: "The Unmade Analogy: Alcohol and Abortion" (Richard W. Leeman); "Say, You Want a Revolution" (Roy Schwartzman and Constance Y. Green); "Exploring the Relationship between Perceived Narrativity and Persuasiveness" (Richard Olsen and Rodney A. Reynolds); "In Search of 'Atonement and Reconciliation': President Clinton's Anticipatory Rhetoric and the Million Man March" (Marouf Hasian, Jr.); and "Making the Basic Course Student-Friendly: Lectures, Activities, and Speeches" (Marsha Clowers). (NKA)

ED 436 798 CS 510 179

Chen, Pai-lin; Chung, Deborah S.; Crane, Amanda; Hlavach, Laura; Pierce, Jacqueline; Viall, Elizabeth K.
Pedagogy under Construction: Learning To Teach Collaboratively.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Research; *Constructivism (Learning); *Cooperative Learning; Educational Research; Higher Education; *Journalism Education; *Mass Media; *Ownership
IDENTIFIERS- *Authenticity; *Collaborative Learning

Doctoral-level students in a mass communication pedagogy class conducted a quasi-experimental study based entirely on constructivism. The students (n=6) became equal partners with the professor by practicing collaborative learning, ownership, and authenticity. Constructivists see knowledge as actively constructed by learners, not passively acquired from instructors. The students built their own knowledge through selecting the content, teaching the course, choosing projects and assignments, reflecting on the class, assessing the students, and working collaboratively. While some students may not be ready to accept responsibility for their education because of maturity or indoctrination in traditional learning methods, the group believes that the benefits of constructivism outweighs its disadvantages. Results suggest that constructivism should be incorporated into all levels of mass communication higher education. It can be practiced in large classes or lower-level courses as students actively seek knowledge through choosing course content, working in real-world situations, participating in group projects or reports, and giving input on assessment. This breaks students from their dependence on instructors and readies them for lifelong learning where knowledge is constructed among people, not in solitary. Contains 30 references and 2 figures. An appendix contains course objectives, assignments, and a course calendar. (Author/NKA)

ED 436 799 CS 510 180

Keefe, Carolyn
C.S. Lewis as a Forensic Figure in the Religious Agora.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Mythopoeic Society Conference (29th, Wheaton, Illinois, July 15-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

developed curriculum in schools. Development involved three major phases--planning, implementation, and outcome--and required various activities like writing questions, determining the field-test sample, data collection and analysis, and report writing. The paper examines the process and outcomes of field testing a specific curriculum and discusses various issues regarding the use of the model. The model helped the curriculum-development committee and the Board of Education by providing them indicators of the effectiveness and appropriateness of the new curriculum through both quantitative and qualitative data. The findings from the study helped the curriculum-development committee make decisions about revisions, which strengthened the curriculum and brought it more in line with the needs and interests of the target population. The field-test process also helped the committee see how the curriculum was being implemented and what impact it had on students in terms of cognitive, affective, and psychomotor skills. Interviews and observations showed that different applications of the curriculum produced different results. (Contains 13 references.) (RJM)

ED 436 819 EA 030 145

Townsend, Tony
From Second to Third Millennium Schools: The Impact of the Reform Agenda on School Development.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Educational Change; *Educational Development; Educational History; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Global Approach

This paper draws on studies from around the world to examine the impact of school reform over the last 30 years. It claims that there is little or no evidence that recent education reforms necessarily lead to improved student outcomes for all students. In fact, findings indicate that some reforms promote a rapid increase in the variation in student achievement between the best- and worst-achieving students and that this variation is linked to the level of decentralization within the school system. The article states that reform activity over the past few years, together with other social changes involving technology, the economy, and employment, have led to new ways of thinking about education. The paper charts the educational changes coming in the third millennium and suggests that dominant trends in society, such as technology, a global economy, and electronic communications, will foster the move from a national to an international or global focus. The report advocates a new charter for education that is oriented towards global education. It suggests that schools use technology rather than compete with it, that they develop collaborative learning, that they refocus on the individual, and that they highlight process skills rather than specific content knowledge. (Contains 44 references.) (RJM)

ED 436 820 EA 030 146

*School Community Relationship; School Safety; School Security
  This workshop and planning guide is designed to help stakeholders create safe schools for students. The guide is intended to be used with three 20-minute videotape programs that feature an inside look at two schools that actively involved their communities in improving school safety. The three videos--"Building the Team," "The Safe School Assessment Process," and "Safe School Strategies"--plus the step-by-step guide provide a curriculum for staff-development sessions, community planning, or task force team meetings that are designed to assemble or solidify a community-wide task force, build consensus on safety goals and priorities, and develop a comprehensive action plan to provide maximum security. The activities, based on "Safe Schools: A Handbook for Violence Prevention," offer detailed information on how to prepare for workshops or meetings, the pre-planning phase, the planning phase, and the implementation phase. The handbook and videos should help any school leaders bring together key people in a community to develop a plan for safer schools. The guide contains agendas and resources for a series of meetings and includes suggestions regarding which community representatives to invite and which data to collect beforehand. A collection of handouts and worksheets offer samples of invitation letters, agendas, and program action. (Contains 33 resources.) (RJM)

ED 436 839   EA 030 169

Murray, Susan R.; Wood, George H.
Creating a Democratic Learning Community: The Case Study of Federal Hocking High School. Transforming Learning Communities.
PUB DATE- 99
NOTE- 88p.; Prepared in cooperation with Tim Arnold. For other case studies from the Transforming Learning Communities Project, see EA 030 710-181.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Case Studies; Change Strategies; Democratic Values; *Educational Change; Educational Improvement; High Schools; Models; Participative Decision Making; *School Restructuring
IDENTIFIERS- *Transforming Learning Communities OH
  This book is part of a series of case studies that present better ways to educate Ohio's students. The case study is part of the Transforming Learning Communities (TLC) Project, designed to support significant school-reform efforts among Ohio's elementary, middle, and high schools. The text describes the transformation of a small high school in the rural, southeastern corner of Ohio. The book outlines a history of problems at the school and gives examples of changes arising from desperation. It then discusses the systematic reforms that were initiated at the school over a 7-year period, reforms that included plan development, staff development, changing school structures, involving students and the community, and the consolidation of change. The text focuses on the elements of a democratic learning community and demonstrates the importance of involving teachers in shared decision making, in team teaching, and in team-planning sessions. It also describes the need to include students in the democratic learning community and their role in directing their own education. Suggestions for marshaling resources for democratic change and for the institutionalization and renewal of the democratic learning community are provided. Five appendices provide information on

Winning the Referendum Battle in Education.
PUB DATE- 98
NOTE- 92p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bond Issues; Educational Finance; Elementary Secondary Education; *Politics of Education; Voting
IDENTIFIERS- *Referendums

This book offers the strategies and techniques that administrators, the board of education, and a group of volunteers in one school district utilized in a successful 15-month referendum battle. The book has 16 chapters. Chapter 1 examines trends, voter attitudes, and facing reality. Chapter 2 outlines the basics for starting a referendum, and chapter 3 provides suggestions for laying the groundwork for a referendum. Assessing the enemies of the referendum, gathering advice from subcommittees and faculty representatives, gaining endorsements, and building the referendum case are discussed in chapter 4. Chapter 5 offers a look at principles in action, and chapter 6 describes ways to address the inevitable problems that arise in these campaigns. Subsequent chapters discuss the question of when to form more committees and the need not to rush to judgment regarding initial feedback. Chapter 11 looks at ways to organize the challenge, such as through community outreach and campaign support materials. Tips on setting the pace for the campaign and lessons learned from successes and blunders are covered in chapters 12 and 13. Chapter 14 provides reasons for encouraging people to vote, maintaining a database, focusing on media relations, and other tips for pushing through a referendum. The last two chapters discuss the insights gained from a successful campaign. (RJM)

ED 436 859 EA 030 191

Dodd, Anne Wescott; Konzal, Jean L.
Making Our High Schools Better: How Parents and Teachers Can Work Together.
PUB DATE- 99
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Case Studies; *Change Strategies; Cooperative Programs; *Educational Change; *Educational Improvement; High Schools; *Parent Teacher Cooperation; *School Restructuring
IDENTIFIERS- New England

This book presents two qualitative case studies conducted in two small-town New England high schools. It is dedicated to parents, educators, and community members who are committed to school improvement. The 10 chapters are divided into 3 parts. Part 1, "Understanding the Often Problematic Relationship between Parents and Schools," contains four chapters: (1) "Why Focus on Improving Relationships between Parents and Educators?" (2) "What Can Be Learned from Looking at the Past?" (3) "How Do Competing Roles Complicate Relationships?," and (4) "What Influences Parents' Opinions about High School?" Part 2, (Individuals); Special Education Teachers; Student Projects; Student Teachers; *Teacher Collaboration; *Teamwork; Theory Practice Relationship

This book is intended to provide special educators or teachers-in-training with realistic tools for effective collaborative working relationships. The text integrates practical exercises with discussion of relevant research. When used as part of an undergraduate or graduate course, the text offers self-assessment and environmental assessment exercises preliminary to students developing individualized collaboration projects. Chapters have the following titles: (1) "Why Can't We Just Be Friends?"; (2) "History and Background: Making the Case for Collaboration"; (3) "Ingredients for Successful Collaboration: Intrapersonal and Interpersonal Characteristics"; (4) "Evaluating Your Students Honestly: Appraising Your School as a Context for Collaboration"; (5) "Developing an Effective Collaboration Strategy: Half Empty or Half Full?"; (6) "Designing a Plan for Change: Starting with You"; (7) "What Now? What Works and What Doesn't When Collaborating"; (8) "Evaluating the Success of Your Plan: How Can You Tell?"; (9) "Self-Encouragement: Keeping Yourself Going"; (10) "Summing Up the Outcomes: What Have You Accomplished?"; (11) "Generalizing Your Plan to Others: Improved Collaboration with Parents and Family Members of Your Students"; and (12) "Generalizing Your Plan to Others: Improved Collaboration with Members of Your Multidisciplinary Team." (Contains approximately 300 references.) (DB)

ED 436 879   EC 307 552

Bracken, Bruce A.; McCallum, R. Steve
Universal Nonverbal Intelligence Test.
PUB DATE- 98
NOTE- 600p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Ability; *Communication Disorders; Cultural Differences; *Culture Fair Tests; *Disabilities; Elementary Secondary Education; Intelligence; *Intelligence Tests; Language Minorities; Minority Group Children; *Nonverbal Ability; *Nonverbal Tests

This kit presents all components of the Universal Nonverbal Intelligence Test (UNIT), a newly developed instrument designed to measure the general intelligence and cognitive abilities of children and adolescents (ages 5 through 17) who may be disadvantaged by traditional verbal and language-loaded measures such as children with speech, language, or hearing impairments; color-vision deficiencies; different cultural or language backgrounds; or those who are verbally uncommunicative. The UNIT provides administration and response formats that are entirely nonverbal and can be given in either abbreviated, standard, or extended battery formats. Included in this kit are demonstration items (performed by examiner), sample items (to allow examinee to demonstrate problem understanding), and checkpoint items (the scored items). The full test includes six subtests: (1) symbolic memory, (2) cube design, (3) spatial memory, (4) analogic reasoning, (5) object memory, and (6) mazes. The examiner's manual provides chapters on an overview of the UNIT, theoretical foundations and development, standardization and derivation of scores, administration and scoring procedures, technical properties, fairness, and interpretation of UNIT performance. Extensive tables provide statistical data. Also included are a laminated

Disabilities Education Act; Missouri; *Testing Accommodations (Disabilities)

This bulletin provides guidance and direction to Missouri local education agencies (LEAs) on the role of general educators in educating students with disabilities and in linking the general education curriculum to participation in state- and district-wide assessment. It reviews the Individuals with Disabilities Education Act (IDEA) requirements which request that students with disabilities have meaningful access to the general curriculum and are included in general education reform efforts. The bulletin discusses the changing role of the general educator in assisting and supporting the student in succeeding in the general education environment, linking general education curriculum to IDEA through standards-based Individualized Education Programs (IEPs) and standards-referenced IEPs, and using accommodations in instructional assessments. Four categories are listed of accommodations that IEP teams may consider when administering the Missouri Assessment Program: (1) test administration, including reading the assessment, large print, Braille editions, signing, audiotapes, and assistive devices; (2) timing, including changes in duration or scheduling of an assessment; (3) response, including use of word processor, dictation to a scribe, pointing, and use of a Brailler; and (4) setting, including changes in the location or physical environment in which an assessment is administered. (CR)

ED 436 898 EC 307 571

Positive Behavioral Support: Strategies for Implementation. Issues in Education. Technical Assistance Bulletin.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; *Behavior Modification; *Classroom Techniques; *Disabilities; Elementary Secondary Education; Peer Teaching; *Positive Reinforcement; Student Evaluation; Teacher Student Relationship; Teamwork
IDENTIFIERS- *Functional Behavioral Assessment; Individuals with Disabilities Education Act; Missouri; *Positive Behavioral Support

This bulletin, designed for Missouri local education agencies (LEAs), discusses the importance of using the law appropriately when implementing the Individuals with Disabilities Education Act provisions for students with disabilities, and effective strategies for the implementation of positive behavioral supports. Educators are urged to use the following steps when a student demonstrates inappropriate behavior: formulate a collaborative team, define the behavior, identify the circumstances, determine the probable function of the behavior, and develop a hypothesis. Strategies for affecting the behavior are then provided, including: (1) changing the environment, such as providing a study carrel, seating students preferentially, and providing earphones; (2) increasing predictability by implementing a daily schedule, teaching transition behavior, and routinizing the unexpected; (3) implementing more choices; (4) adapting the curriculum; (5) providing more support, such as using peer tutoring and the PALS program; and (6) utilizing positive reinforcement. The

DESCRIPTORS- Agency Cooperation; Community Programs; *Deaf Blind; *Delivery Systems; *Disability Identification; Elementary Secondary Education; *Family Programs; Intervention; Models; Parent Education; *Technical Assistance; *Transitional Programs
IDENTIFIERS- *Colorado

This final report describes accomplishments and activities of a four-year federally funded project to provide technical assistance to Colorado children and youth with deafblindness. Accomplishments are detailed for each of the following six project goals: (1) identification of children with deafblindness; (2) development and maintenance of in-state expertise; (3) delivery of technical assistance in a coordinated, friendly manner which supports community involvement; (4) provision of transition services for learners with deafblindness; (5) provision of opportunities for parent networking and support; and (6) maintenance and utilization of input from an advisory committee. Implications of the project are discussed, noting the unique needs of each child with deaf blindness and the inadequacy of general models of intervention to meet these children's highly specialized needs. (DB)

ED 436 918 EC 307 592

Abell, Deborah J.; Lennex, Lesia
Gifted Education: Don't Overlook the Disadvantaged.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; Cultural Awareness; Cultural Differences; Data Interpretation; *Economically Disadvantaged; *Gifted; Incidence; Low Income Groups; Middle Schools; *Rural Schools; Statistical Analysis; *Student Characteristics; Surveys; *Talent; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Kentucky

This study provides a descriptive statistical analysis of the incidence of students who participate in the federal free/reduced lunch program and who are identified for a gifted education program at three Kentucky middle schools. There are 2,000 students enrolled in the three schools and the free/reduced lunch incidence varies from 60 percent to 80 percent. A description of provisions for identification of economically disadvantaged students is also provided. Twenty-one regular class teachers from the three schools received professional development training in the identification of and educational planning for gifted and talented students, particularly those from economically disadvantaged backgrounds. The training used a model developed by Howard Spicker that emphasizes identifying characteristics for rural disadvantaged gifted children. The model contrasts these students with the more typical urban middle class child who displays skills and abilities that teachers automatically recognize as gifted. Results from a post-training survey indicate that teachers felt their ability to identify culturally diverse and low-socioeconomic gifted and talented students had improved after professional development training and activities on identification procedures. (Contains 51 references.) (CR)

PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Public Schools; School Construction; *State Regulation; Tables (Data)
IDENTIFIERS- *Ohio

The Ohio School Facilities Commission has published this manual intended to assure uniform, energy efficient, cost effective, easily maintainable, and technologically advanced educational facilities for its public schools. It provides a critical analysis of individual spaces and material/system components necessary for the construction of elementary and secondary schools and combination facilities. The manual allows the school district choice within specific guidelines of the State's Classroom Assistance Programs. It stipulates the cost per square foot for three grade configurations in nine regions in the State as well as the square footage allowed per child according to grade level. Each of the following programs are detailed: Building Assistance/Classroom Facilities Assistance Program; Emergency School Building Repair Program; Big Eight Renovations and Repairs; Energy Conservation; and Disability Access Program. Summarized program appropriations data conclude the manual. (GR)

ED 436 942 EF 005 627

Hassel, Bryan
Out of the Box: Facilities Financing Ideas for Charter Schools.
PUB DATE- 99
NOTE- 41p.; Assistance provided by Meredith Miller and Joanne Scharer. With financial support from the Kinship Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; Educational Facilities Improvement; *Educational Finance; *Guidelines; *Money Management; Public Schools; School Community Relationship; School Construction; *School Funds
IDENTIFIERS- Project Management

This guidebook provides charter schools with ideas when seeking financing, and touches on the issues they often face regarding appropriate site, managing the construction and renovation process, and facility operation that is safe and economical. Ideas presented are based on experiences of real charter schools. The document is organized around four major means by which charter schools can meet the facility's financing challenge. The first section addresses financing preparation and provides tools that can help facilities in crafting business, accountability, and facility-development plans. The second section addresses creative ways to accumulate the amount charter schools need to finance. The third section explains how aggressive shopping, exploring low-cost forms of financing, looking for ways to make their deals less risky, and pursuing other strategies can help these schools reduce the interest rates they pay for financing. The fourth section explains how of TOEFL scores; an interactive model of vocabulary acquisition; pronunciation instruction for fossilized learners; and essay scores as instruments for placement and advancement in an intensive English program. Articles are extensively referenced. (KFT)

ED 436 964 FL 026 087

Katchen, Johanna E.
Off-Air Video for High School English Classes: Some Considerations.
PUB DATE- 97
NOTE- 7p.; Paper presented to a girls high school in Taiwan.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cable Television; Class Activities; *English (Second Language); Foreign Countries; High School Students; High Schools; Independent Study; *Instructional Materials; Intonation; Pronunciation Instruction; Second Language Instruction; Second Language Learning; Teaching Methods; *Videotape Recordings
IDENTIFIERS- Authentic Materials; *Taiwan

Students in Taiwan are required to learn English, and schools are placing even more emphasis on listening and speaking skills. At the same time, English-language programming is widely available in Taiwan via cable television. Cable television is a useful instructional tool for teachers of English as a Second Language. This source of authentic English can be brought into the classroom and used as a teaching resource, and students can be taught how to use it effectively for self-study. High school students can be given a transcript of the video and then use the transcript to practice intonation and pronunciation, to study the grammar and vocabulary of commonly spoken English, and to act out selected scenes. Advice is given regarding how to choose an appropriate program, one that is both entertaining and useful for the purpose of language instruction. Possible activities are also suggested, such as asking students to guess who said what; practicing the proper intonation; discerning the emotion of the characters; completing dialogues; answering comprehension questions; and comparing cultures. Video programming provides an excellent tool for moving students from the artificially slow and clear English of teaching materials to the authentic English used by native English speakers. (KFT)

ED 436 965 FL 026 088

Meskill, Carla; Mossop, Jonathan; Bates, Richard
Electronic Texts and Learners of English as a Second Language.
PUB DATE- 98
NOTE- 17p.; Paper presented at the annual meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Elementary Secondary Education; *English (Second Language); *Instructional Materials; *Literacy Education; Second Language Instruction; Second Language Learning; Teaching

Calderon, Margarita Espino
Promoting Language Proficiency and Academic Achievement through Cooperation. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; Digest drawn from an article that appeared in "Texas Researcher" (Volume 2, Winter 1991), a journal of the Texas Center for Educational Research.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bilingual Education; *Classroom Techniques; *Cooperative Learning; Elementary Education; *English (Second Language); *Language Proficiency; *Literacy Education; Second Language Learning; Spanish; Spanish Speaking
IDENTIFIERS- ERIC Digests; Ysleta Independent School District TX

This digest discusses a project conducted in the Ysleta Independent School District in El Paso, Texas, that sought to integrate effective practices in literacy education, an empirically based cooperative learning model, and a classroom management model to help teachers develop the English and Spanish language proficiency of their students. The cooperative learning model selected was Cooperative Integrated Reading and Composition (CIRC). It consists of instructional practices that develop social, academic, and communication skills. It was selected for the following reasons: (1) It integrates oral language development, reading, and writing through all phases of instruction; (2) it enables bilingual teachers to manage their English, primary language, and transitional literacy activities effectively; (3) it develops critical thinking and social skills; (4) it develops self-esteem and self-confidence; (5) it uses children's literature in two languages and a variety of text genres, including student publications and reading texts; (6) it helps students appreciate and become proficient in their primary language while developing proficiency in English; and (7) it provides an English teaching and learning environment in which the subject matter is not watered down, and higher order discourse and thinking are the norm. The digest describes the features of the bilingual version of the CIRC model, now called BCIRC, and highlights initial findings from the Ysleta Independent School District. (VWL)

ED 436 984   FL 026 145

Fasold, Ralph W.
Ebonic Need Not Be English. ERIC Issue Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Black Dialects; Educational Policy; Elementary Secondary Education; *English; Language of Instruction; Languages; *Standard Spoken Usage; Structural Analysis (Linguistics)
IDENTIFIERS- African Americans

Matney, Malinda M.; Hurtado, Sylvia; Ziskin, Mary B.
Factors Influencing Faculty Motivation To Improve Teaching: Scenes from University Mathematics Departments. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculus; Change Strategies; College Faculty; *Curriculum Development; Curriculum Research; Educational Change; Educational Research; Educational Strategies; Higher Education; Interviews; Learning Modalities; Learning Strategies; *Mathematics Education; Small Group Instruction; State Universities; Student Educational Objectives; Student Evaluation; *Teaching Methods
IDENTIFIERS- *ASHE Annual Meeting; *Faculty Attitudes; National Science Foundation

This study is grounded in a reform calculus movement funded by grants from the National Science Foundation to find ways to improve student learning in mathematics, specifically in calculus. The study examines reasons why faculty accept or reject reform calculus teaching techniques, and what they consider to be the challenges and outcomes of these techniques. Interviews were conducted with four mathematics faculty at each of three Midwestern, Research 1 public institutions--a national research institution, a land grant university, and an urban university--who were involved in teaching or in the assessment of reform calculus, as well as with administrators, institutional researchers, and faculty development specialists. Interview questions covered such topics as whether students were ready for college calculus, students' classroom behaviors, new teaching strategies, what destinations lay ahead for calculus-trained students, how well students spoke the language of mathematics, changing faculty roles and practices, how involvement in reform had affected careers, and barriers to adopting new teaching techniques. The study found that faculty who were open to reform embraced the challenges and the payback realized by getting closer to students, noting, however, that these techniques required a greater investment in time. (Contains 23 references.) (CH)

ED 437 007 HE 032 695

Goldsmith, Sharon S.; Presley, Jennifer B.
Fellowship Effects in Graduate Education: Evaluating the Impact of the National Science Foundation's Graduate Research Fellowship Program. ASHE Annual Meeting Paper.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 47p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Awards; Education Work Relationship; Educational Research; *Fellowships; Females; Graduate Students; *Graduate Study; Graduate Surveys; Higher Education; Minority Groups;

ED 437 027 IR 019 837

Hsu, Sam; Marques, Oge; Hamza, M. Khalid; Alhalabi, Bassem
How To Design a Virtual Classroom: 10 Easy Steps To Follow!
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; Design Preferences; *Distance Education; Educational Development; *Educational Planning; Educational Technology; Higher Education; Instructional Design; Nontraditional Education; Online Systems; World Wide Web
IDENTIFIERS- *Virtual Classrooms

Despite the ever-increasing number of higher education institutions offering online courses, there are still a lot of controversial debates and a strong sense of confusion about how well the concept of Web-based distance learning is being implemented. This paper summarizes the 10 primary steps toward the assessment, planning, design, implementation, and maintenance of a successful virtual classroom. Benefits and drawbacks of a Web-based classroom are first outlined, followed by these 10 steps: (1) Assess the needs and the necessary conditions to satisfy them; (2) Estimate the development cost, effort, and implications; (3) Plan the virtual classroom; (4) Design the virtual classroom; (5) Prepare and distribute contents; (6) Enable communication; (7) Implement online student assessment methods; (8) Implement class management procedures; (9) Set up the system; and (10) Maintain and update the virtual classroom. (AEF)

ED 437 028 IR 019 838

Peterson, Lisa
Transforming the Daily Life of the Classroom: The District Six Laptop Project.
PUB DATE- 99
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Change; Class Activities; *Computer Assisted Instruction; Cooperative Learning; Curriculum Development; Educational Technology; *Elementary Education; Grade 6; *Instructional Design; Intermediate Grades; Learning Activities; School Districts; Student Projects
IDENTIFIERS- Access to Computers; *Laptop Computers; *Technology Integration; Technology Role

The Community School District Six Laptop Project (New York, NY) was created in order to increase access to technology for families in a low-income area with a large immigrant population. As part of the project, the sixth-grade students in this study received IBM ThinkPads. Trends that appear in the literature on integrating technology into the curriculum are first discussed. Changes that occurred with the introduction of the laptops into this particular sixth-grade classroom are then described, followed by a case study of a unit on ancient Egypt the new job, and what the new librarian should find out. Chapter 5 is a more detailed presentation of the tasks required in managing the school library media program facility. Managing the planning and scheduling of the library media center and reviewing the ambiance of the facility itself are considered in Chapter 6. Personnel management and coordination with other educators is the subject of Chapter 7. Collection management, budgeting, and the determination of which services to offer are the subjects of Chapters 8, 9, and 10, respectively. Marketing the library services, program evaluation, and networking are the focuses of Chapters 11, 12, and 13. Chapter 14 offers suggestions for the school library media specialist as a leader in the district and in professional associations. Each section presents exercises for use in the classroom or workshop setting. Specific issues are explored and sample forms are included in 12 appendices. Includes an index. (AEF)

ED 437 048   IR 057 567

Chan, Lois Mai
A Guide to the Library of Congress Classification. Fifth Edition. Library and Information Science Text Series.
PUB DATE- 99
NOTE- 551p.; Based on the Fourth Edition of "Immroth's Guide to the Library of Congress Classification."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bibliometrics; *Cataloging; Classification; Electronic Text; Information Systems; Information Technology; Library Materials; *Library of Congress Classification; Library Technical Processes
IDENTIFIERS- MARC

This fifth edition continues to provide an exposition of the Library of Congress Classification and to act as a tool for studying and for staff training in the use of the scheme. It reflects significant electronic developments that have taken place with regard to the Library of Congress Classification since the last edition. Chapter 1 contains an introduction to the Library of Congress Classification and a brief history of its development. Chapters 2 to 4 set forth aspects and elements that are common throughout the scheme, discussing, respectively: general principles, structure and format; notation; and use of tables. Chapter 5, on assigning Library of Congress call numbers in general, is a chapter new to the book. Chapters 6 and 7 continue the discussion of application with emphasis on individual classes and specific types of library materials. Examples used throughout the book have been taken from the Library of Congress Machine-Readable Cataloging (LC MARC) records, most of which date from 1995 or later. The bibliography lists selected books and articles on the Library of Congress Classification. Appendixes contain tables that are used throughout the system and models for subarrangement of divisions and topics within disciplines. Includes an index. (AEF)

ED 437 049   IR 057 568

Weingand, Darlene E.
Marketing/Planning Library and Information Services. Second Edition.

Birmingham, AL, November 10-14, 1999); see IR 057 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Role; Elementary Secondary Education; Foreign Countries; *Information Literacy; Librarian Attitudes; Librarians; *Library Services; Library Surveys; *Principals; Program Development; *School Libraries; Time Management
IDENTIFIERS- Administrator Surveys; Teacher Librarians

This paper reports the results of an international study of the principal's role in developing and supporting information literacy programs in Australia, Canada, Finland, France, Japan, Scotland, and South Korea. Principals and librarians in all countries except South Korea differed significantly on the amount of time they perceived the principal to spend on tasks related to the information literacy program. Principals and librarians in Australia, Finland, and Scotland agreed about the amount of time they thought the principal should spend on such tasks in the future. In Canada, Japan, and South Korea, however, there was a significant difference between the two groups. Overall mean scores on present and future perceptions suggest that, in five of the six countries, principals and librarians are well-aligned in their beliefs about the role of the principal; the exception was Scotland, where school librarians are not qualified teachers. These and other findings should be useful to principals and librarians in schools throughout the world, as they struggle in difficult times to provide quality schooling and information services and to contribute to the development of literate and independent library users. (Contains 18 references.) (Author/MES)

ED 437 067 IR 057 603

Mackey, Margaret
The Changing Powers of Readers in a Time of New Technology.
PUB DATE- 99
NOTE- 12p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Adolescent Literature; Childrens Literature; Comparative Analysis; Grade 5; Grade 8; Intermediate Grades; Junior High Schools; *Multimedia Materials; Optical Data Disks; *Printed Materials; Qualitative Research; *Reading Attitudes; *Reading Materials; Reading Strategies; *Student Attitudes; Videotape Recordings
IDENTIFIERS- *Access to Technology; Computer Ownership; Computer Use; Computer Users; Reading Fluency; Salience; *Text Processing (Reading)

This paper reports on part of a qualitative study that enlisted a small number of students in fifth and eighth grades (n=19), all with a background of domestic computer ownership and use, for intensive work with texts in different media (i.e., books, videos, and CD-ROMs). The following questions were examined: (1) What are the consequences of multimedia exposure and experience for readers' tacit understandings of how texts work? (2) What repertoires of strategies and behaviors help people to

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Community Colleges; *Educational Assessment; Educational Planning; Educational Policy; Institutional Mission; *Public Colleges; State Regulation; *State Standards; *Statewide Planning; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Texas

Included in this report is the State of Texas' vision statement, mission statement, philosophy statement, priority goal for higher education statement, and a list of state-level benchmarks for higher education. The report also contains the state's community colleges' mission and philosophy statements, and a section pertaining to assessment of external factors, which include the following items of discussion: (1) scope and function of community colleges; (2) changing demographics; (3) the changing Texas economy: needs for the future; (4) the State's fiscal climate and the impact on community colleges; (5) Texas's skills development fund; (6) Texas and workforce development; (7) the status of federal legislation and its potential impact on community colleges; (8) changes in technology; (9) the virtual college of Texas; (10) the Texas telecommunications infrastructure fund; and (11) guiding principles for Texas Public Higher Education. The next section of the report looks at the assessment of internal factors, which include discussions on the following subjects: (1) enrollment; (2) projected enrollment increases and parity enrollment for minority students; (3) instructional programs; (4) student services; (5) information systems and technology; (6) administrative functions; and (7) resources. This report concludes with an examination of performance measures and outlines district performance goals. (VWC)

ED 437 088 JC 000 048

NVCC: Student Use of Personal Computers and Internet.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Computer Literacy; *Computer Uses in Education; Educational Change; Educational Technology; Electronic Mail; Internet; Questionnaires; *Student Behavior; Student Surveys; Tables (Data); Two Year College Students
IDENTIFIERS- *Access to Computers; *Northern Virginia Community College; Technology Utilization

This report presents the findings from a personal computer (PC) and Internet Survey administered to Northern Virginia Community College (NVCC) students in spring 1999. The survey measured students' access to and knowledge of personal computers, e-mail, and the Internet--both at home and at work. There was a 65% response rate, with 353 of 540 students replying to the survey. Overall, NVCC students had a high rate of access to and usage of computers at home. Over 95% used a computer at least one hour a week and approximately 86% had access to e-mail and the Internet from home, with the majority (61%) using the Internet between one and nine times per week. At work, 61% of the respondents also had access to a computer. Of these, 62% used e-mail, 58% used the Internet, and the majority (70%) used a work computer between one and nine times per week. The NVCC respondents had a very high rate of computer access compared with national statistics. Sections of the report include: (1) Personal Computer and Internet Usage at Home; (2) Personal Computer and Internet Usage at Work; (3) Personal Computer and

"Caring, Community, and Transcendence: Developing the Spirit To Improve Learning" by Myrna J. Smith; (11) "Action Methods for Teaching Cultural Diversity Awareness" by Daniel J. Tomasulo. (UWC)

ED 437 108 JC 000 069

Adamo, Joseph A.
Teaching the Methodology of Science: The Utilization of Microbial Model Systems for Biometric Analysis.
PUB DATE- 99
NOTE- 18p.; Presented at the Annual Meeting of the American Society for Microbiology. (Chicago, IL, May 30-June 3, 1999). In: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University, 1998-1999; see JC 000 068.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *College Science; Community Colleges; Experiments; Learning Strategies; *Science Education; *Science Instruction; Scientific Methodology; Student Reaction; Teaching Methods; Two Year Colleges

Students set in their ways are usually reluctant, as a general rule, to deal with open-ended investigative scenarios. In order to acquaint the student with the physical method and philosophical thought process of the discipline, the tone of the course must be set early on. The present study was conducted to develop scenarios and microbial model systems that would allow the student to apply biostatistical analyses to their work. Calibrated microscopes were used to measure the lengths and widths of replicated samples of various species of bacteria. These data were used to compute means, modes, medians, ranges, variances, standard deviations, and to establish frequency distributions and correlation coefficients. The use of biometric analyses introduced the student to the reality of scientific thought, allowing the novice student to appreciate scientific methodology on a whole new quantitative level. Findings show that students, once willing to accept the challenge, are stimulated and get excited when they settle into the practice of science. When the student is exposed to the way research unfolds in a laboratory or when they replicate a historic experiment, they seem to get a sense of belonging to a special group, "coming of age," which is the beginning of a true understanding of the discipline. (Contains 13 references.) (UWC)

ED 437 109 JC 000 070

Aloff, Simon
Two Modes of Mathematics Instruction.
PUB DATE- 99
NOTE- 17p.; In: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University, 1998-1999; see JC 000 068.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Calculators; *Cognitive Processes; Community

communicate. The paper cites various publications for strengths and weaknesses in a multimedia approach to analysis in architecture design. The Cognitive Learning Theory and Bloom's Taxonomy are also referenced to demonstrate the value of analysis as a higher-level thinking skill. An outline is presented listing the areas of expertise and support needed to produce multimedia lectures and related courseware. The paper concludes with a sample lecture schedule to show the integration of analysis and multimedia into a History of Modern Architecture course. (YKH)

ED 437 128 JC 980 318

Smith, John L.
A Modest Projection: A Satirical Inquiry into the Demise of Community Colleges.
PUB DATE- 98
NOTE- 22p.; In its: "Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University"; see JC 980 309.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjunct Faculty; Community Colleges; *Computer Assisted Instruction; *Distance Education; Educational Administration; *Educational Technology; Full Time Faculty; *Futures (of Society); Internet; Parody; Privatization; *Satire; Teaching Methods; Technological Advancement; Two Year Colleges
IDENTIFIERS- Swift (Jonathan)

This paper uses sarcastic irony, a la Jonathan Swift in "A Modest Proposal," to create a satirical inquiry into the future demise of community colleges. Beginning with a discouraged, present-day community college professor who is visited by a holographic professor from the future, the paper depicts an educational system completely dominated by technology. This progression towards a computer-run system replacing traditional methods of instruction is described in detail: due to the lack of state funding, the full-time faculty and administrators are replaced by adjunct faculty and program directors; the adjunct faculty, left unregulated, are not necessarily required to possess adequate teaching skills and participate in grade inflation to keep student evaluations high and be rehired; to cut costs, all college ancillary operations are privatized; eventually, schools abandon all pretenses of teaching critical thinking and accept distance learning as a replacement for all functions of the traditional school; and future education is provided by the Internet, with everybody technically able to acquire an education, albeit superficial and incomplete. The paper concludes that technology is not the answer to the intellectual starvation of America's children. (YKH)

ED 437 129 JC 990 149

Lyons, Richard E.
A Study of the Effects of a Mentoring Initiative on the Performance of New Adjunct Community College Faculty.
PUB DATE- 96
NOTE- 191p.; Ed.D. Dissertation, University of Central Florida.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Adjunct Faculty; *Beginning Teacher Induction;

and prior learning. Staff development needs relating to CBT were not consistent across provider type or industry area. Staff development that met instructors' immediate needs and concerns was considered valuable in the early stages of implementation of CBT. (The report contains 101 references and 46 tables/figures. Appended are the six case studies and questionnaire used in the nationwide survey.) (MN)

ED 436 632   CE 079 476

Mulcahy, Dianne; James, Pauline
Evaluating the Contribution of Competency-Based Training.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Competence; *Competency Based Education; Education Work Relationship; Educational Research; *Employer Attitudes; Foreign Countries; *Instructional Effectiveness; Literature Reviews; National Standards; National Surveys; *Outcomes of Education; Performance Factors; Postsecondary Education; Questionnaires; Role of Education; School Business Relationship; Secondary Education; Success; *Teacher Attitudes; Trainers; *Vocational Education
IDENTIFIERS- *Australia; Impact Studies

The contribution of competency-based training (CBT) to Australia's vocational education and training (VET) sector was examined through three data collection activities: review of Australian and international literature on VET and CBT; telephone survey of a sample of training managers of 195 companies across Australia; and 8 intensive case studies of competency-based VET programs throughout Australia. According to the literature review, the contribution of CBT to outcomes in VET is strongly related to the following: how competency is conceived; flexibility in the development and use of national competency standards; and processes and structures of training provision. The national telephone survey indicated that CBT's success relies on the following three factors: (1) specific skills, on-the-job learning and assessment, and recognized training with formal acknowledgment of skills in a qualifications structure; (2) enterprise development in adapting to and managing changing workplace realities; and (3) workplace and industry accountability. The case studies showed that CBT's outcomes depend on how competency is conceived and how the training process is defined. (The report contains 115 references. Appendixes, constituting approximately 40% of this document, contain the following: national survey information, descriptions of case study sites, case studies, telephone survey questionnaire, case study observation schedule, and case study interview questionnaire.) (MN)

ED 436 633   CE 079 477

Dickson, Michelle; Bloch, Barbara
Not Just Falling over the Line? A Snapshot of Competency-Based Assessment.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

The extent and distribution of self-reported learning activities in the current Canadian adult population was estimated on the basis of data collected during a 1998 telephone survey of a sample of 1,562 Canadian adults. Random digital dialing was used to give all provinces, households, and individuals within households an equal chance of selection. The response rate was 64% of all eligible households. The interviews averaged 32 minutes, and the data were weighted by known population characteristics of age, sex, and educational attainment to ensure profiles representative for Canada as a whole. More than 95% of those interviewed were involved in some form of explicit informal learning activities that they considered significant. On average, respondents devoted approximately 15 hours per week to informal learning (versus the Canadian average of approximately 4 hours per week to organized education courses). The most commonly cited areas of informal learning activities were as follows: computer skills related to employment; communications skills through voluntary community volunteer work; home renovations and cooking skills in household work; and general interest learning about health issues. It was recommended that those shaping Canada's educational, economic, and other social policies give more explicit consideration to Canadian adults' mostly informal learning practices. (Contains 29 references) (MN)

ED 436 652 CE 079 502

Maxwell, Nan L.; Rubin, Victor
The Relative Impact of a Career Academy on Post-Secondary Work and Education Skills in Urban, Public High Schools. HIRE Discussion Paper Number 97-2.
SPONS. AGENCY- Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, MI.
PUB DATE- 97
NOTE- 59p.; An earlier version of this paper was presented at the 1997 Western Economic Association Meetings.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; *Career Academies; Comparative Analysis; Data Analysis; Databases; Education Work Relationship; Educational Attainment; Educational Needs; High Schools; Longitudinal Studies; National Surveys; *Outcomes of Education; Postsecondary Education; *Public Schools; School Districts; Tables (Data); *Urban Education
IDENTIFIERS- Impact Studies; National Education Longitudinal Study 1988

The relative impact of career academies on postsecondary educational attainment and knowledge and skills acquired in urban public high schools was examined through an analysis of single-district and national databases. The national data were obtained from the first and third follow-up surveys of the National Education Longitudinal Study. Compared with the students in the national sample, students in the single-district sample were less likely to be white (less than 10% versus 44.7%), more likely to receive free lunches (40% versus 28%), and more likely to have limited English proficiency (more than 25% versus 14%). Of the 10,102 students in the single-district sample, 1,257 attended career academies. The data analyses established that, although career academies have the potential for increasing aggregate educational attainment with an impact equal to that of the academic track, career academies may not be equally effective for all students. It was therefore

Employment; Foreign Countries; Guidance Objectives; Postsecondary Education; Secondary Education; Unemployment
IDENTIFIERS- *United Kingdom

Social benefits can be thought of as aggregates of individual benefits, though with possible "snowball" effects. Potential social benefits of career guidance fall into the following two main categories: reducing social exclusion and enhancing social development. Guidance is a way of making the structure of society work, by linking individual needs to societal needs on a voluntary basis. It is a significant lubricant of social development. In relation to social exclusion, guidance has both a preventive role--helping young people to avoid exclusion--and a reintegrative role of supporting those currently excluded to gain access to education and training and the labor market. Guidance delivers social benefits by enhancing educational participation and achievement; reducing the incidence of long-term unemployment among at-risk groups and improving their access to opportunities commensurate with their abilities and aspirations; providing a gateway to education and work for ethnic minorities exposed to discriminatory employment practices and disadvantaged by spatial concentration in areas of reduced employment opportunity; and avoiding the potential social fall-out of greater labor market flexibility. Hypothetically, guidance helps both individuals in general and categories of individuals at particular risk of social exclusion by exerting a positive effect upon educational and training motivation, participation, effort, and persistence; attainment levels; employment changes; and job quality. (YLB)

ED 436 672 CE 079 544

South Carolina School-to-Work Implementation Guide for Work-Based Learning. School-to-Work Opportunities.
PUB DATE- 99
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; *Apprenticeships; *Cooperative Education; Cooperative Programs; Coordination; *Education Work Relationship; *Field Experience Programs; Intermediate Grades; Mentors; Part Time Employment; Partnerships in Education; *Program Implementation; School Business Relationship; Secondary Education; Service Learning; State Programs; Statewide Planning; Student Employment; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Job Shadowing; South Carolina

This guide provides information on and materials for implementation of the various school-to-work opportunities available to South Carolina students that combine classroom instruction with structured learning at the work site. An introduction provides a school-to-work vision statement, lists of its benefits and components, descriptions of such opportunities, and answers to common questions about these opportunities. Sections 2-7 each focus on one of the following school-to-work opportunities: registered and youth apprenticeships, cooperative education, internship, service learning, shadowing, and mentoring. Each section provides an overview of the opportunity and information on implementation that includes most or all of the following components: definition, purpose, requirements, strategies for implementation, student and employer benefits and responsibilities, technical assistance, credentials, wages,

*Spirituality
IDENTIFIERS- *Diversity Training

This paper presents a literature review of studies that address spirituality and religion specifically within counseling and counselor education. Results indicate that few studies examine the topic of spirituality outside of the clinical aspect of counseling, indicating that counselor education needs to consider how to educate students about spirituality. Because clients bring spiritual issues into counseling, counseling students should receive some instruction on spirituality in the interest of their future clients. Ethical and accreditation standards of counselors already recognize diversity, and spirituality is part of that diversity. Certain beliefs are associated with specific cultures, and counselors need to be familiar with a variety of these belief systems, including their own. The studies examined reveal that while most counselor educators recognize the importance of spirituality, little attention is given to the issue in counselor education programs. Spirituality is likely to find a place in the multicultural currieulum if counselor educators recognize its importance and adhere to ethical and accreditation requirements. The consequences of not addressing spirituality in counselor education include possible unethical treatment of clients through undervaluing client belief systems, ignoring an important client variable, and not attending to an effective coping skill of clients. If spirituality is not addressed in counselor education, counseling students will lack an exploration of their spirituality and lack awareness of how their belief systems are influencing their counseling. (Contains 44 references.) (GCP)

ED 436 690   CG 029 681

Daukantas, George V.
An Exploration of the Delivery of Mental Health Care by HMOs.
PUB DATE- 99
NOTE- 70p.; Master's Independent Research Project, Cambridge College.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Consumer Education; Consumer Protection; Cultural Influences; *Diseases; Environmental Influences; *Health Care Costs; *Health Maintenance Organizations; History; *Medical Care Evaluation; Medical Services; Mental Health; Organizational Effectiveness
IDENTIFIERS- Alternative Conceptions; Health Care Economics

This paper explores the thesis that a discrepancy exists in the treatment of physical disease over mental illness when care is provided by Health Maintenance Organizations (HMOs). Inconsistencies exist in the form of narrowed and abbreviated treatment models coupled with outmoded views towards mental illness. Strategies currently used by HMOs to limit the treatment and care of mental illnesses such as substance abuse can also be used to restrict access to marriage and family therapy. HMOs also do not take into account individual differences, and have a complete disregard for environmental, demographic, and multicultural factors. After chronicling the history of HMOs in the United States, the paper explores the effects of HMO decisions on consumers. It reports the results of the questionnaire distributed to consumers, providers, and executives to determine if the consumer is being denied qualitative mental health care. It concludes with an exploration of more humanistic and acceptable alternatives to committed by younger children. Additionally, Texas teachers report that they fear for their safety, and perceive more problems with crime than do principals. The report concludes by addressing the factors that are linked to youth violence and by making recommendations for preventing school violence. Included is a resource list that can provide more ideas for creating safer schools in Texas. School violence data for all Texas counties are also included. (GCP)

ED 436 710   CG 029 708

Martins, John R.
Working with the Terminally Ill: An Integrated Theoretical Model.
PUB DATE- 99
NOTE- 18p.; Paper presented at the American Counseling Association World Conference (San Diego, CA, April 13-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Counseling; *Counseling Techniques; Cultural Influences; Ethnicity; *Existentialism; Homosexuality; Models; *Psychotherapy; Spirituality; *Terminal Illness; Well Being
IDENTIFIERS- *Analytical Methods; *Jung (Carl G)

This introduction and outline correspond to a presentation at the American Counseling Association (ACA) 1999 World Conference. The author recounts his psychotherapeutic work with young gay men diagnosed with AIDS and his increasing awareness of their movement toward psychological health and the development of a deeper spirituality. His quest became one of finding a theoretical explanation for this movement toward psychological health. The conference presentation with accompanying handout speaks to the outcome of this research. Cognizant of the gay culture, the author approached therapy with this group from an existential theoretical model. To explore the success of the existential approach, the author turned to the writings of Carl Jung and his followers. The integrated model presented at the conference combines the archetypal developmental stages of Carol Pearson and the spiritual developmental stages of Ken Wilber. Tenets of existentialism are presented as the foundation for the counseling process, which facilitated accelerated movement through the integrated developmental model. Appendix C provides a summary of the relationship between the three models, i.e., Pearson, Wilber, and Existentialism. The presentation of the model was followed by an overview of the stages of counseling that one could expect to encounter when using the model with HIV/AIDS diagnosed individuals. The final aspect of the presentation was a dramatization of dialogue taken from therapy sessions illustrating the archetypal/ existential concepts. (Contains 32 references and 3 appendixes.) (GCP)

ED 436 711   CG 029 709

Cunniff, Peter C.
Sixth-Grade Student Self-Talk: Individual Thought, Collective Mind.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Regniers); "Mr. Rabbit and the Lovely Present" (Charlotte Zolotow); "The Napping House" (Audrey Wood); "Noah's Ark" (Peter Spier); "Oh, A-Hunting We Will Go" (John Langstaff); "The Old Man & His Door" (Gary Soto); "On Market Street" (Arnold Lobel); "Peter Spier's Rain" (Peter Spier); "Peter's Chair" (Ezra Jack Keats); "The Pig in the Pond" (Martin Waddell); "Rosie's Walk" (Pat Hutchins); "The Runaway Bunny" (Margaret Wise Brown); "Skip to My Lou" (Nadine Bernard Westcott); "The Snowy Day" (Ezra Jack Keats); "The Tale of Peter Rabbit" (Beatrix Potter); "Ten, Nine, Eight" (Molly Bang); "The Three Billy Goats Gruff" (Paul Galdone); "To Market, To Market" (Anne Miranda); "Tough Boris" (Mem Fox); "The Very Hungry Caterpillar" (Eric Carle); "Where the Wild Things Are" (Maurice Sendak); "Whistle for Willie" (Ezra Jack Keats), and "Who Took the Farmer's Hat?" (Joan L. Nodset). Contains over 330 references. (EF)

ED 436 730   CS 013 781

Coles, Gerald
Misreading Reading: The Bad Science That Hurts Children.
PUB DATE- 00
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Instructional Effectiveness; *Phonics; Primary Education; Reading Difficulties; *Reading Instruction; *Reading Research; *Research Problems; *Whole Language Approach
IDENTIFIERS- Direct Instruction; National Institute Child Health Human Development; *Phonemic Awareness; *Research Results; Researcher Role

This book examines the studies of leading researchers who have testified in various hearings and promoted policy and legislation on behalf of skills-emphasis learning, especially those financed by the National Institute of Child Health and Human Development (NICHD). The book not only identifies each claim, it also analyzes the research that backs up the claim. Chief among the claims are that: phonemic awareness is the chief causal influence in learning to read; skills-training programs facilitate learning to read and remediate reading problems; research has demonstrated the superiority of skills emphasis over whole language instruction; the effectiveness of a skills-emphasis reading program has been demonstrated in published research; and a brain "glitch" associated with phonemic awareness is responsible for the reading problems of many children. At the beginning of each of the 10 chapters in the book is a summary of the claims and the major criticism of the research discussed in the chapter--these summaries enable the reader to conceptualize and organize the arguments quickly and serve many possible uses, including "talking points," handouts, or overheads for presentation. Each chapter contains extensive notes. (NKA)

ED 436 731   CS 013 782

Kunes, Shirley; Gilman, David
Developing Engaged Readers.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

DESCRIPTORS- *Beginning Reading; Classroom Techniques; Grade 1; Low Income; Poverty Areas; Primary Education; *Reading Achievement; *Reading Programs; Reading Research; *School Culture; Urban Schools

This report describes the early reading program in Emerald Elementary School, located in a Midwest urban fringe district. From 1996 through 1998, Emerald's students performed well above the district average or near the state average on reading achievement. During this period, the school had at least half of its students eligible for free or reduced lunch and a student mobility rate of approximately 40%. This exceptional achievement placed Emerald among the top-performing high-poverty schools in its state. The cornerstone of Emerald's early reading program was referred to as a literacy rotation in which Grade 1 students had access to four small-group instructional approaches for two hours weekly. Beyond the literacy rotation, a variety of safety nets for supporting struggling readers was identified. At a broader level, several mechanisms for facilitating communication among the staff, professional development, collaboration, and participation in state and federal educational initiatives were found. Analysis of the early reading program identified five key elements of school operation: focus on student outcomes; multiple reading programs in every classroom; shared responsibility for student success; strong leadership at school and classroom levels; and a veteran, knowledgeable staff. These elements were related to resource allocations within the school. Contains 1 figure, 3 tables of data, 8 notes, and 24 references. (Author/NKA)

ED 436 754 CS 013 806

Menton, Shailaja; Hiebert, Elfrieda H.
Literature Anthologies: The Task for First-Grade Readers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Grade 1; Primary Education; *Reader Text Relationship; *Reading Programs; Reading Research; Text Structure; *Textbook Content; *Textbook Evaluation; Textbook Research
IDENTIFIERS- *Text Characteristics

A study considered the tasks for beginning readers posed by currently available beginning reading programs. A set of guidelines for evaluating beginning reading texts was identified. According to the model used, such texts should be "engaging, accessible, and generalizable." These guidelines were used to examine the literature components of these influential first-grade reading programs--a Literature-Core (LC), a mixed Literature/Phonics (LP), and a Phonics-Core (PC) program. The study found that (1) all three programs rated favorably on the content portion of the "engagingness" scale, though the LC program rated higher in terms of language and design; (2) none of the texts proved to be very accessible; and (3) all of the programs introduce children to most of the 100 most frequent words in English. Even the very early texts, however, introduce children to a large number of rimes without providing many repetitions of them, which renders the text less generalizable. As a group, these three programs do not attend to text characteristics that are crucial in promoting reading acquisition. If struggling readers are not to be left behind,

*Females; *Literary Criticism; Nineteenth Century Literature; Twentieth Century Literature; *Writing for Publication; Writing Processes
IDENTIFIERS- Author Text Relationship; Authorship; *Literary Collaboration

This book, the first full-length treatment of women's literary partnerships, goes to the heart of issues surrounding authorial identity. Questions the book addresses are: What is an author? Which forms of authorship are sanctioned and which forms marginalized? and Which of these forms have particularly attracted women? Such questions are central to the book's analysis of the challenge that women's literary collaboration presents to accepted notions of authorship. Focusing on British texts from the 19th and 20th centuries, the book considers a variety of works by largely noncanonical, and in some instances, highly unconventional, authors--from the enormously popular novels composed by writing teams at the turn of the century, to the Bronte Sisters juvenilia and the occult scripts of Georgie Yeats and W.B. Yeats, to automatic writings produced by mediums purporting to be in communication with the spirit world. Contains an extensive list of works cited. (NKA)

ED 436 777   CS 216 959

Sonomura, Marion Okawa
Idiomaticity in the Basic Writing of American English: Formulas and Idioms in the Writing of Multilingual and Creole-Speaking Community College Students in Hawaii. Studies in Ethnolinguistics, Volume 2.
PUB DATE- 96
NOTE- 158p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Basic Writing; Classification; Community Colleges; *English; *Indians; *Language Patterns; Language Research; *Language Variation; *Multilingualism; Nonstandard Dialects; Student Characteristics; Two Year College Students; Two Year Colleges; Writing Research
IDENTIFIERS- Error Monitoring; Ethnolinguistics; *Hawaiian Creole English; University of Hawaii Kapiolani Community College

Going beyond mere grammaticality, this book examines the basic writing skills of a group of community college students in Hawaii for errors in idiomaticity, or native-like appropriateness of expression. The book suggests criteria for the classification of "phrasematic" expressions, and a convenient terminology comprising idioms, collocations, and formulas is developed. It contends that increased attention to idiomaticity is required, not only in language description, but also in the academic writing of second language and creole speakers. The book is based on a study of 113 papers written by 67 students enrolled in four basic (remedial) writing classes at Kapiolani Community College in Honolulu; the papers were collected and analyzed for sentences that were unacceptable to academic writing, after which the unacceptable sentences were sorted according to types of errors they contained, using a list of categories tentatively drawn from the available literature on formulas, idioms, and idiomaticity. Contains an extensive bibliography. (NKA)

ED 436 778   CS 216 960

Hurst, Carol Otis; Otis, Rebecca
Friends and Relations: Using Literature with Social Themes,

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; *Authors; *Christianity; *Persuasive Discourse; Religious Education; *Scholarship
IDENTIFIERS- *Lewis (C S); Rhetorical Strategies

This paper considers the British thinker C.S. Lewis as a "forensic figure," defining "forensic" in the sense of public discussion and debate. The paper relates that, long before Lewis emerged as a public persuader, he learned to hold his own in private exchanges with William T. Kirkpatrick, his tutor from 1914-1917, and in letters with his Belfast neighbor, Arthur Greeves. It states that with Greeves, Lewis maintained a debate on the subject of religion--the young Lewis equated religion with mythology. The paper explains that Lewis later changed his mind about Christianity and contends that his May 11, 1959 lecture at Westcott House in Cambridge has particular merit because its claims are crucial to every defense he made of historic Christianity. After a brief overview of the talk, the paper examines in detail its content and evaluates Lewis's arguments on the basis of their clarity and soundness. According to the paper, the audience for the talk was composed mainly of seminarians, and to get across his proposition, Lewis employed a strategy that forensic educators teach early to their debaters: cast doubt on the trustworthiness and methodology of the opposition. The paper concludes that, in the Cambridge talk, Lewis demonstrated the importance of identifying basic assumptions, evaluating the evidence and reasoning behind claims, questioning terminology and definitions, understanding literary forms and various senses of meaning, and mastering biblical texts. Includes 13 notes; cites 20 works. (NKA)

ED 436 800 CS 510 181

Snyder, Ken
Build Your Students' Speaking Power: A Teacher's Manual for the Leaders of Tomorrow Speech Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Communication Skills; Elementary Secondary Education; Higher Education; Instructional Effectiveness; Listening Skills; *Public Speaking; *Skill Development; Teaching Guides
IDENTIFIERS- Communication Context; *Speaking Across the Curriculum; Speaking Style

This manual, appropriate for grades 3-12, is designed to help teachers and other educators who lack experience in public speaking to integrate speech into their students' curriculum. The manual offers teachers the opportunity to learn a simple program for teaching speech in the classroom. It teaches basic public speaking skills, highlighting the following topics: how to control nerves; six keys for presenting an interesting, dynamic speech; how to choose a speech topic; rehearsal techniques; listening skills; and speech evaluation. Each chapter in the manual contains exercises which reinforce the pedagogy. The manual allows teachers in elementary through college classrooms to introduce speech to students is a way

Akbaba, Sadegul
Expect the Unexpected! Elementary School Principals' Reactions towards Chaotic Events.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; Decision Making; Educational Administration; Elementary Secondary Education; Instructional Leadership; Postmodernism; *Principals; *School Supervision
IDENTIFIERS- Chaos

This paper reports on a study that examined the chaotic events that principals face at their schools. The article uses a postmodern approach, claiming that traditional linear modes of explanation do not address the situations that principals frequently face. The study was conducted at three elementary schools. The primary source of data was semistructured interviews, during which a chaotic circumstance was given to the subjects so as to explain what a chaotic situation looks like. The principals reported that they faced chaotic situations related to family, weather, students, staff, and the beginning of the school year. Their daily activities can be explained best by chaos theory, and the characteristics of chaotic cases used in the study were similar to the definitions of chaos theory and its tenets. The episodes did not align with typical cause-and-effect outcomes, and it was obvious that principals experienced chaos in their daily activities. They met these challenges through experience, critical thinking, and problem solving. Reflective learning and mental rehearsing were the two best methods used by principals to cope with chaos. Teaching chaos theory can help school principals be aware of how an organization renews itself and what processes an organization experiences during change. (Contains 14 references.) (RJM)

ED 436 821 EA 030 147

Lee, Jaekyung
Assessing the Effectiveness of Instructional Resource Allocation and Use.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Supported in part by the American Educational Finance Association.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Assessment; Grade 8; Instructional Effectiveness; *Instructional Improvement; Junior High Schools; *Mathematics Instruction; *Resource Allocation; *School Effectiveness

This paper reports on a 1992 study of mathematics-assessment data by measuring key instructional resources and practices and by investigating the ways in which the resources and practices affect student learning in a multilayered, complex school system. The study examined research methods that assess the methodology, the change timeline, coalitions, and graduation portfolio requirements. (RJM)

ED 436 840   EA 030 170

Poetter, Thomas S.
Mapping School Change in an Accelerated School: The Case Study of Miami East North Elementary School. Transforming Learning Communities.
PUB DATE- 99
NOTE- 107p.; Prepared in cooperation with Jim Gay, Kerry Elifritz, and Linda Hofacker. For other case studies from the Transforming Learning Communities Project, see EA 030 169-181.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Acceleration (Education); Case Studies; Change Strategies; *Educational Change; Educational Improvement; Elementary Education; Models; *School Restructuring
IDENTIFIERS- Accelerated Schools; *Transforming Learning Communities OH

This book is part of a series of case studies that demonstrate better ways to educate Ohio's students. The case study is part of the Transforming Learning Communities (TLC) Project, designed to support significant school-reform efforts among Ohio's elementary, middle, and high schools. The text describes an elementary school serving a homogeneous student population in a rural section of western Ohio. The school adopted the Accelerated Schools (AS) restructuring philosophy, and the report discusses the principles of AS, the nine underlying values of AS, and the strategies for implementing the program. The book outlines the reflection that went into whether to adopt the AS program, and the experiences with initial resistance, hiring an AS coach, team building, taking stock, and creating a vision for the school. It discusses changes in staff members, in the educational environment, in the students, and in the members of the community. The text provides snapshots of change as it evolved and it offers "mile markers," which describe the process of change, such as "symbolic acts count," "laying the foundation for change is crucial," "change requires leadership," "change is difficult," and "change must be complete." Three appendices provide the project proposal, interview questions, and other information. (Contains 16 references.) (RJM)

ED 436 841   EA 030 171

Thiessen, Dennis; Anderson, Stephen E.
Getting into the Habit of Change in Ohio Schools: The Cross-Case Study of 12 Transforming Learning Communities. Transforming Learning Communities.
PUB DATE- 99
NOTE- 132p.; For other case studies from the Transforming Learning Communities Project, see EA 030 169-181.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Case Studies; Change Strategies; *Educational Change; *Educational Improvement; Elementary Secondary Education; Models; Program Descriptions; *School Restructuring
IDENTIFIERS- *Transforming Learning Communities OH

"Understanding Tensions Created by Different Opinions about Teaching and Testing," features three chapters: (5) "What Is Learning? What Is Teaching?" (6) "What and How Should Students Learn?" and (7) "How Should Student Learning Be Assessed?" The last part is entitled "Building Bridges to Parents and the Community." Its 3 chapters are: (8) "Parents as Learners: Four Profiles"; (9) "Opening Doors to Parents and Community Members: Snapshots and Suggestions;" and (10) "From Parent Involvement to Community Building: A Call to Action." Two appendices provide a description of the studies and a list of resources. (Contains an index.) (RJM)

ED 436 860 EA 030 388

Annual Report on School Safety, 1999.
PUB DATE- 99
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Cooperation; *Crime Prevention; Delinquency Prevention; Elementary Secondary Education; Government Publications; *School Safety; *School Security; Vandalism; *Violence
IDENTIFIERS- Department of Education; Department of Justice

Despite the reports of violence in schools, the vast majority of America's schools are safe places. Nevertheless, students, teachers, and parents have real fears about school crime and violence problems. This report is a guide to combat these fears and problems. The report presents an updated description of the nature and extent of crime and violence on school property. It shows what measures some schools have taken to prevent and address school violence, refining and revising the program information provided last year. It details how 54 communities around the United States have implemented recommendations of one chapter in particular from last years' "Annual Report," entitled "What Communities Can Do Through Collaboration." This 1999 Report is divided into four chapters: "The Nature and Scope of School Violence--Federal and International Data"; "Safe Schools/Healthy Students--Collaboration in Action"; "Model Programs--Helping to Improve School Safety"; and "Resources--Agencies, Organizations, Web Sites, and Contact Information." (DFR)

ED 436 861 EA 030 389

Snyder, Thomas D.
Digest of Education Statistics, 1999.
PUB DATE- 00
NOTE- 649p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Educational Attainment; Educational Finance; Elementary Secondary Education; Federal Aid; Federal Programs; Government Publications; Graduate Study; Higher Education; Outcomes of Education; School Demography; School Personnel; *School Statistics; *Statistical Data; *Statistical Significance; Statistical Surveys; Tables (Data); Vocational Education
IDENTIFIERS- *Department of Education; *National Center for Education Statistics; *Office of Educational Research and Improvement

card summarizing administration guidelines, three dimensional objects, two stimulus books, two maze response booklets, and two score recording forms. Appendices provide psychometric data. (Contains approximately 150 references.) (DB)

ED 436 880 EC 307 553

Due Process Hearings: 1998 Update. Quick Turn Around (QTA) Forum.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compliance (Legal); Data Collection; *Disabilities; *Due Process; Educational Trends; Elementary Secondary Education; *Hearings; *Special Education; Trend Analysis; World Wide Web
IDENTIFIERS- Individuals with Disabilities Education Act

This report summarizes the number of due process special education hearings requested and held in all states and the District of Columbia from 1996 through 1998 and compares those data to similar statistics collected for the years 1991 through 1995. The paper explains relevant laws and regulations, such as the Individuals with Disabilities Education Act, compares one-tier and two-tier systems of enacting due process procedures, and considers differences in how states report time periods. Analysis suggests a trend away from formal hearings toward settlement of disputes through other measures and improvements in quality of data as states computerize their data collection efforts and make data available on the World Wide Web. Five tables provide data on individual states for: (1) state structures, (2) state record keeping years, (3) number of hearings requested at level 1, (4) number of hearings held at level 1, and (5) number of hearings held at level 2 for two-tiered states. (DB)

ED 436 881 EC 307 554

Engiles, Anita; Fromme, Cathy; LeResche, Diane; Moses, Philip
Keys to Access: Encouraging the Use of Mediation by Families from Diverse Backgrounds.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conflict Resolution; *Cultural Differences; *Disabilities; Educational Policy; Elementary Secondary Education; Ethnic Groups; Family School Relationship; Federal Legislation; Federal Regulation; Minority Groups; *Outreach Programs; *Parent Participation; *Special Education
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Mediation

This document is intended to provide educators with guidance and strategies to increase the participation of families from diverse backgrounds in mediation programs to settle differences

differences between behavioral management and positive behavioral support are also explored. (CR)

ED 436 899 EC 307 572

Section 504 and the ADA Promoting Student Access: A Resource Guide for Educators. Second Edition.
PUB DATE- 99
NOTE- 43p.; For first edition, see ED 349 769.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); Civil Rights Legislation; *Disabilities; *Disability Discrimination; Educational Legislation; Elementary Secondary Education; *Eligibility; Equal Education; *Federal Legislation; School Responsibility; Student Rights
IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

Designed for educators, this guide provides an overview of Section 504 of the Rehabilitation Act of 1973, compares and contrasts Section 504 with the requirements of the federal special education statute of the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act, and discusses how powerful Section 504 is as a civil rights law protecting the rights of students with disabilities. The guide begins by discussing eligibility for Section 504 protections, the evaluation process, services, and parental notices. A flow chart comparing Section 504 with IDEA is provided, along with a chart comparing the major provisions of IDEA, Section 504, and ADA. Answers to commonly asked questions about Section 504 are then provided that address eligibility, accommodations, services, and disciplinary requirements. Extensive appendices include explanations of 504 provisions relating to definitions and discrimination, a sample Section 504 policy statement, procedural safeguards under Section 504, a Section 504 checklist, parental rights under Section 504, classroom and facility accommodations, a sample procedures checklist, a sample referral for 504 assistance, a sample notice of conference, a sample form to determine 504 eligibility, a sample section 504 accommodation plan form, and the Office for Civil Rights regional locations. (CR)

ED 436 900 EC 307 573

Henderson, Cathy
College Freshman with Disabilities, 1999: A Biennial Statistical Profile. Statistical Year 1998.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 46p.; For a related document, see ED 387 971.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; *College Freshmen; College Preparation; College Students; *Disabilities; *Enrollment Trends; Higher Education; *Incidence; Longitudinal Studies; National Surveys; Self Concept; Sex Differences; Statistical

ED 436 919 EC 307 593

Georgia Deafblind Project, 1995-1999. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 353p.; For a 1995 report on the Georgia Deaf-Blind Project, see ED 390 224.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; *Deaf Blind; Delivery Systems; Disability Identification; *Early Identification; *Early Intervention; Elementary Secondary Education; *Family Programs; Home Visits; Infants; Institutes (Training Programs); Parent Education; Preschool Education; Professional Development; Teacher Education; Technical Assistance; Toddlers; Training
IDENTIFIERS- *Georgia

This final report discusses the activities and outcomes of a 4-year federally funded project designed to meet the critical need in Georgia to provide effective practices in the delivery of educational services to children and youth with deafblindness from birth through 21 years of age and to their families and service providers. Results of the project included: (1) accurate identification of 286 children with deafblindness and provision of technical assistance; (2) establishment and expansion of a statewide advisor network; (3) in-home consultation by early intervention/parent advisors an average of four times a month to each family; (4) in-home consultation by therapy advisors an average of twice a month to each family; (5) technical assistance by educational advisors to service providers and families; (6) a network of family advisors who worked with families and service providers and specifically addressed family priorities; (7) establishment of four demonstration sites; (8) multiple training opportunities each year, including Summer Institutes, graduate methods courses in deafblindness, family retreats, advisor training, inservices, and workshops; (9) a loaner bank of instructional materials and equipment; and (10) monographs and products for dissemination. The report discusses activities, problems encountered, and implications for practice. Appendices include training data and training and workshop evaluation results. (CR)

ED 436 920 EC 307 594

Pennsylvania Deafblind Project, October 1995-September 1999. Final Grant Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 435p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Agency Cooperation; Children; *Deaf Blind; Delivery Systems; Disability Identification; *Early Identification; *Early Intervention; Elementary Secondary Education; *Family Involvement; Family Programs; Inclusive Schools; Infants; Parent Education; Parent Participation; Preschool Education; Professional Development; Social

charter schools can improve public policies regarding these facilities, obtain per-pupil revenue for charter schools, and bring about other helpful changes. Appendices provide sources for additional information. (GR)

ED 436 943 EF 005 633

Green, Mary W.
The Appropriate and Effective Use of Security Technologies in U.S. Schools. A Guide for Schools and Law Enforcement Agencies.
SPONS. AGENCY- Department of Justice, Washington, DC. National Inst. of Justice.
PUB DATE- 99
NOTE- 282p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Crime Prevention; Elementary Secondary Education; *Guidelines; Public Schools; *School Security
IDENTIFIERS- Access to Facilities; Metal Detectors; Scanning; *Technology Implementation; Video Cameras

This guide provides basic guidelines to help schools, in collaboration with law enforcement agencies, analyze their vulnerability to violence, theft, and vandalism, and suggest possible technologies to effectively address these problems. It describes existing commercially available technologies and urges thoughtful consideration of not only the potential safety benefits that may accrue from their use but also the costs that schools may incur for capital investments, site modifications, additional staffing, training, and equipment maintenance and repair. Topic areas include security concepts and operational issues, video surveillance, weapons detection devices (walk-through and handheld metal detectors and x-ray baggage scanners), entry controls, and duress alarms. Resource information including books, publications, web sites, and conferences conclude the guide. (GR)

ED 436 944 EF 005 637

Cohen, Uriel; Hill, Ann B.; Lane, Carol G.; McGinty, Tim; Moore, Gary T.
Recommendations for Child Play Areas.
SPONS. AGENCY- Office of the Chief of Engineers (Army), Washington, DC.
PUB DATE- 99
NOTE- 350p.; For related documents from the Center for Architecture and Urban Planning Research, see ED 184 694-697..
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Schools; *Facility Guidelines; *Public Schools; Student Needs
IDENTIFIERS- *Military Bases; *Playground Design

This interim criteria document provides descriptive information and planning, evaluation, and design guidelines for children's play areas located on military bases. The recommendations are presented in two major sections: planning & architecture

Methods

This paper details a 2-year study of exemplary uses of electronic texts (information displayed electronically on a computer screen) in two English-as-a-Second-Language (ESL) learning contexts. Topics include the following: the need and desire to communicate; opportunities for topic control; and opportunities for planned and unplanned discourses. Language and literacy are socially mediated and socially constructed phenomena. Where technology is commonly viewed as a venue for independent, non-social activity, quite the opposite has been observed by researchers. Indeed, the presence of technology in conjunction with the goals, purposes, and epistemologies of these teachers is resulting in a unique and powerful classroom dynamic where children are taking control of their own meaning-making with teachers scaffolding and guiding the process. The manner in which these activities can be orchestrated and supported by technology is instructive for teachers, teacher educators, administrators, and curriculum developers as they consider roles for the technology in various language and literacy-oriented school contexts. Electronic texts and the machines that carry them can be springboards and supports for reading, writing, listening, speaking, and thinking. Such uses demonstrate the real and potential language and literacy implications of computers and electronic texts when these tools are thoughtfully integrated into instructional contexts. When properly used, electronic texts can offer novel and empowering roles for learners and their teachers. (Contains 18 references.) (KFT)

ED 436 966 FL 026 089

Gebhard, Jerry G.
Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide.
PUB DATE- 96
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Classroom Techniques; Cultural Awareness; Elementary Secondary Education; *English (Second Language); *Language Teachers; Listening Comprehension; Oral Language; Professional Development; Reading Comprehension; Second Language Instruction; Second language Learning; Second Language Programs; *Self Evaluation (Individuals); Teacher Education; *Teacher Effectiveness; Teacher Student Relationship; Teaching Methods; Teaching Skills; Writing Processes

This book provides ways for English-as-a-Second/Foreign-Language (ESL/EFL) teachers to work on the development of their teaching beliefs and classroom practices through a process of self-assessment and exploration with new methods. This book seeks to help teachers become more effective in their efforts to teach their students to comprehend spoken English, to converse in English, to read for meaning, and to process writing. Each chapter begins with a set of questions related to the content of that chapter and ends with a set of self-development questions. The purpose of these questions is to encourage ESL/EFL teachers to become more effective by observing, talking about, and writing about their teaching. The book is divided into three parts and ten chapters. Part one, self-development

Since the 1996 Oakland School Board decision regarding the use of Ebonics as a tool of instruction, opinions have clashed over whether Ebonics is a separate language or merely a dialect of English. Called Black Vernacular English (BVE) in the 1960s and 70s and African American Vernacular English (AAVE) in the 1980s and 90s, Ebonics has traditionally been considered a dialect of English by educators and linguists. To understand why Ebonics might be considered a language other than English requires a closer look at what it takes to make a language, as well as what the differences are between a language and a dialect. The following questions are discussed: What does it take to make a language? Is Ebonic bad English? Is Ebonic a language or a dialect? and Why consider Ebonic a separate language? (Contains a Resources on Ebonics Section with 23 Web and print sources.) (VWL)

ED 436 985 FL 801 298

Batt, Sarah; Bauer, Roxanne; Jensen, Byron; Wann, Dan; Westfall, Timmie
Designing a Full-Service Adult ESOL Program.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; *English (Second Language); *Human Services; Second Language Instruction; Second Language Learning; Social Agencies; *Social Support Groups
IDENTIFIERS- *Indiana (Indianapolis)

This document describes how professionals representing the Indianapolis public school system, Goodwill Industries, Indy Reads (a literacy advocacy group), and an English-as-a-Second-Language (ESL) professional development consultant designed a comprehensive ESL education and social service system in metropolitan Indianapolis. The document emphasizes that collaboration among relevant government and social service agencies is essential. Through this web of government and agency collaboration, each organization can strive to do what it does best to provide support and social services, job search and placement services, and education and training. The common vision that united these agencies was the goal of providing a customer-driven delivery system of services. Customers are defined as any individuals who seek help, social service agencies and governments, and the business community of greater Indianapolis. This document provides specific details on how and why various organizations collaborated to serve their customers. Numerous figures, diagrams, and organizational tables are provided. Worksheets for organizing collaborative efforts are also included in the appendices. (KFT)

ED 436 986 FL 801 346

Mortrude, Judy
Writing Better Sentences.
PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Outcomes of Education; Postdoctoral Education; Program Effectiveness; Program Evaluation; Questionnaires; *Research; Research Assistants; *Science Education; Student Financial Aid; Student Surveys; Tables (Data); *Time to Degree
IDENTIFIERS- *ASHE Annual Meeting; *National Science Foundation

This report results from an evaluation of the National Research Foundation's Graduate Research Fellowship program. The study sought to determine: (1) whether NSF fellows show evidence of more timely degree completion and early career success; (2) whether graduate fellows and minority graduate fellows experience similar education and career success; and (3) whether the individual award aspect of the program enhanced the educational experience and career options of fellows. A 52-item survey questionnaire measured attendance patterns, completion rates, and time to degree of 9,035 NSF fellows who received first-year awards between 1979 and 1993. The study found positive effects on all three dimensions for female fellows and for recipients of minority graduate fellowships, suggesting a "signaling" effect both for individuals and their departments. The importance of the individual award aspect of the fellowships varied by discipline and by other sources of graduate funding support available in individual departments. Appended are seven data tables and illustrative graphics. (Contains 17 references.) (CH)

ED 437 008 HE 032 710

Bair, Carolyn Richert; Haworth, Jennifer Grant
Doctoral Student Attrition and Persistence: A Meta-Synthesis of Research. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 48p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Doctoral Degrees; Doctoral Dissertations; *Dropout Research; Graduate Students; *Graduate Study; Higher Education; *Meta Analysis; Qualitative Research; Research Methodology; Statistical Analysis; *Student Attrition; Student Motivation; Teacher Student Relationship; Time to Degree; Withdrawal (Education)
IDENTIFIERS- *ASHE Annual Meeting

Forty to sixty percent of students who begin doctorates in selective colleges and universities do not persist to graduation. Although numerous research studies have focused on doctoral attrition and persistence, there have been no systematic studies because, among other reasons, there are no nationwide databases on attrition as there are for doctoral completion; also colleges and universities do not routinely and systematically collect data on attrition. This study synthesizes findings from the literature in an effort to develop a comprehensive understanding of doctoral student attrition and persistence. A new qualitative methodology-meta-synthesis was used to sort and integrate findings from the large body of research on doctoral student persistence. The sample for the study consists of 118 research studies completed between 1970 and 1998. Findings indicate that: (1) attrition and persistence rates vary widely depending on field of study, and even more widely depending on program of study; (2) departmental culture affects doctoral student persistence; (3)

taught in both laptop and non-laptop settings. The "Create-a-Character" project required students to work in two groups: the first group did not have access to any computer technology, while the second had constant access to their laptops. Findings from both groups are discussed in terms of collaboration, the writing process, research skills and critical evaluation of information, and presentations. Results of the study suggest that laptops enable change in the management of the classroom and in the design of instructional activities and assignments. (Contains 39 references.) (AEF)

ED 437 029 IR 019 841

MacKinnon, Gregory R.
Electronic Portfolios in Pre-service Science Education.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Networks; Computer Software; *Computer Uses in Education; Educational Technology; Foreign Countries; Higher Education; Instructional Development; Instructional Materials; *Portfolios (Background Materials); Preservice Teacher Education; Undergraduate Study; World Wide Web
IDENTIFIERS- Acadia University NS; Access to Computers; *Electronic Portfolios; *Laptop Computers; Technology Implementation

In 1997-98, all Acadia University (Wolfville, Nova Scotia, Canada) freshman undergraduate students were required to lease IBM laptop computers for use in their programs. With corporate support from IBM, the campus was wired so that students could have cross-campus and off-campus access to a host of network software as well as the World Wide Web. The Acadia University laptop project, coined the "Acadia Advantage" (AA) was a first in Canada. This fully-wired campus and student access to laptop computers allowed for innovative approaches to using computers in classroom instruction. An electronic portfolio assessment strategy was implemented in both Secondary and Elementary Science Education courses for Pre-service Teacher candidates. A survey of the impact of this electronic environment on students' attitudes reveals that students continue to require significant introduction to the technology in order to overcome the associated anxiety. In a 10- to 13-week course, such a time commitment to the technology may not be reasonable. In future offerings of the course, a preliminary workshop will be offered. (Contains 13 references.) (AEF)

ED 437 030 IR 019 856

Allison, Bill
Facilitating Student Achievement in Writing through the Deft Employment of Computer Technology.
PUB DATE- 99
NOTE- 68p.; Master's Action Research Project, Saint Xavier University/IRI Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; Computer Attitudes; Computer Literacy; *Computer Uses in Education; Courseware; Essays; Grade 9; High Schools; *Instructional Improvement; Questionnaires; *Student Attitudes; Student Surveys; Tables (Data); Teaching Methods; Thinking Skills; *Writing

PUB DATE- 99
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Information Services; Library Administration; Library Development; Library Services; *Marketing; Mission Statements; Organizational Development; Organizational Objectives; Program Development; *Strategic Planning

In the first edition of this book, the concepts of marketing and planning library and information services were presented as effective managerial strategies. Several paragraphs from the introduction to the first edition are reproduced, with author commentary, in this edition as an affirmation that the message is still true. In this second edition, the original nine chapters have been expanded into eleven, and some concepts have merged while others have been increased in scope. Chapter 1 defines marketing and how it connects to the planning process. Chapter 2 focuses on the marketing/planning team and team building. Chapter 3 expands the creation of a mission to also embrace the development of a vision for the future, while Chapter 4 considers the marketing audit and looks at both external and internal environments, plus environmental scanning. Chapter 5 combines the exercise of developing goals, objectives, and action strategies into an expanded and revised discussion. Chapters 6, 7, 8, and 9 encompass that set of marketing concepts known as the "4 Ps": Products, Price, Place, and Promotion. Chapter 10 introduces two approaches to evaluation, and Chapter 11 focuses on designing a preferred future. Includes an index and a bibliography. (AEF)

ED 437 050   IR 057 569

Schechter, Abraham A.
Basic Book Repair Methods.
PUB DATE- 99
NOTE- 102p.; Illustrated by Abraham A. Schechter.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Archives; Cleaning; Guidelines; Library Collections; Library Materials; *Library Technical Processes; Maintenance; *Preservation; Records Management; *Repair

This book addresses some common preservation techniques that invariably become necessary in library and archival collections of any size. The procedures are described in chronological sequence, and photographs show the techniques from the viewpoint of the person actually doing the work. The recommended repair methods can be accomplished using tools and supplies that are both easily obtained and useful for multiple purposes. Contents include: (1) "Cleaning Paper"; (2) "Mending Paper"; (3) "Book Hinge Tightening"; (4) "Repairing Interior Hinges"; (5) "Hinging-in Pages"; (6) "Case and Textblock Attachment"; (7) "Cloth Rebacking"; and (8) "Retitling." Appendixes include a wheat-starch paste recipe, the addresses of supply retailers, a glossary of selected terms, and sources for further reading. An index completes the book. (AEF) process story and information in different media? (3) How does experience in different media and platforms affect people's strategic approaches to texts in different formats? and (4) What individual quirks or patterns of response, if any, manifest themselves across media boundaries? Results demonstrate that those who have grown up with domestic access to video, computers, and the Internet are often relatively neutral when it comes to platform, preferring to judge texts by issues of personal salience and fluency of access. (MES)

ED 437 068 IR 057 604

Watson, Jinx Stapleton
Students and the World Wide Web: Issues of Confidence and Competence.
PUB DATE- 99
NOTE- 11p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; *Computer Attitudes; *Computer Uses in Education; High School Students; High Schools; Information Technology; Interviews; Qualitative Research; *Student Attitudes; Use Studies; *World Wide Web
IDENTIFIERS- *Confidence; *Technology Utilization

As students ponder their use of the new technologies in schools and at home, what issues are raised for librarians and teachers? Do teens exaggerate their confidence and competence as they report their perceptions of using technology? In this study, four 16 year olds discussed their personal experiences in using the Internet for work and for pleasure. The researcher asked the question: "How do you use the new electronic technologies?" Although the interviews followed an open-ended, conversational approach, the interviewer prompted subjects in similar ways by asking for examples. Subjects were also asked how they assessed sites and books as credible sources of information. Results indicate a pattern of developmentally specific activities for using the new technologies that differs from adult expectations. (Contains 16 references.) (MES)

ED 437 069 IR 057 605

Small, Ruth V.; Arnone, Marilyn P.
Evaluating Web Sites: A Critical Information Skill.
PUB DATE- 99
NOTE- 7p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Theories; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Higher Education; Information Literacy; Information Skills; Material Development; *Motivation; Validity; *World Wide Web
IDENTIFIERS- Electronic Resources; *Web Sites

Internet Usage at Home--Campus Analysis; and (4) Personal Computer and Internet Usage at Work--Campus Analysis. The report contains 50 tables. Appended is a copy of the survey instrument. (RDG)

ED 437 089 JC 000 049

Evaluation of NVCC Instruction, Services, and Facilities by 1997 Graduates.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; Community Colleges; Graduate Surveys; Institutional Research; Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; *Student Attitudes; Student Evaluation of Teacher Performance; *Student Reaction; Tables (Data); Two Year College Students
IDENTIFIERS- *Northern Virginia Community College

This report presents information pertaining to evaluations of Northern Virginia Community College (NVCC), collected through the 1996-97 graduate survey. The graduate survey is mailed annually to graduates and contains questions regarding educational goals, employment, and the impact of NVCC on its students. In 1997, there were 2,753 graduates, 936 of whom responded to the survey (34% response rate). The report is divided into six sections. Section 1 presents evaluations by all of the respondents and Sections 2 through 6 present the same information separately for graduates of each of the five campuses. Graduates evaluated 40 areas in four major categories: Education, Instruction, Faculty, and Services and Facilities. In ten of eleven Education areas, NVCC was rated excellent or good by more than 50% of respondents. Over 85% rated instruction as excellent or good in all three Instruction areas. Ratings for Faculty were in the good to excellent range for three of four areas. The exception was "Faculty Advisement," which was rated in the average to good range. For Facilities and Services, graduates rated NVCC in the average to good range for 20 of 22 areas. Contains 24 tables. A copy of the survey instrument is appended. (RDG)

ED 437 090 JC 000 050

Population Changes in Planning District 8 and NVCC Enrollments: 2000-2010.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Campus Planning; Community Colleges; Educational Development; Educational Trends; *Enrollment Projections; Enrollment Trends; High Schools; *Long Range Planning; *Population Growth; Population Trends; School Demography; Tables (Data); Two Year Colleges
IDENTIFIERS- *Northern Virginia Community College

Based on population growth in Planning District 8, Northern Virginia Community College (NVCC) enrollment for the years 2000 and 2010 were estimated using two models--population-penetration and age-cohort--to estimate enrollments. According to the population-penetration model, it is estimated that during the fall 2000 semester there will be 38,557 students

Colleges; Educational Technology; #Mathematical Concepts; #Mathematics Instruction; Mathematics Teachers; Student Development; Student Needs; Teacher Attitudes; Teaching Methods; Two Year Colleges

There is a popular view that arithmetic is only a collection of dull algorithms containing no interesting ideas. However, if one goes a little below the surface, it will become apparent that there are many fascinating ideas waiting to be discovered. The paper tries to show that mathematical ideas can be recognized and understood without the use of "high tech," graphing calculators. Calculators are fast and accurate, and when properly used they allow students to bypass tedious arithmetic and get to the important concepts in a problem. However, educators must be careful not to let the new technology become the driving force in the curriculum. The focus must always be on conceptual mathematical understanding. This paper presents some key "mini-lessons" from arithmetic, algebra, and geometry that will illustrate that elementary mathematics rests on a set of key ideas that are best illustrated using simple calculations. Lesson 1 explores fractions and factor trees. Lesson 2 teaches repeating decimals. Lesson 3 looks at infinite sums. Lesson 4 discusses Gauss's early discovery in finding the sum of the first 100 integers. Lesson 5 explores solutions to the mixture problem, or what students dread--word problems. Lesson 6 explores Pythagorean triples. (UWC)

ED 437 110 JC 000 071

Barnes, Marjorie
Writing-Across-the-Curriculum at Union County College.
PUB DATE- 99
NOTE- 18p.; In: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University, 1998-1999; see JC 000 068.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Educational Needs; Program Design; Program Development; #Teacher Attitudes; #Teaching Methods; Two Year Colleges; #Writing Across the Curriculum; Writing Assignments; #Writing Instruction; Writing Skills; #Writing Strategies; Writing Workshops
IDENTIFIERS- #Union County College NJ

This paper offers a model for Writing-Across-the-Curriculum (WAC), for faculty and students at Union County College (UCC). The paper summarizes the history of WAC at UCC, which was introduced at the college in 1978, but did not become institutionalized. It also explores faculty views on the teaching of writing and the role of writing in the classroom by conducting a survey, the results of which are appended in this paper. The study particularly focuses on how faculty in disciplines other than English felt about the teaching of writing, and compares surveys of English with non-English faculty. Results show that there is a community of faculty at UCC willing to begin a dialogue to address the problems of poor student writing and faculty preparedness to teach writing. The paper asserts that for the WAC program to be successful at UCC, it must have these components: (1) writing intensive courses in the disciplines which outline the specific goals of the courses; (2) faculty workshops where faculty come together to write and discuss pedagogy; (3) a committee which oversees the evaluations of writing intensive courses and faculty workshops;

Community Colleges; Faculty Development; Interpersonal Relationship; *Mentors; *Professional Development; Program Evaluation; Two Year Colleges
IDENTIFIERS- Indian River Community College FL; Teacher Needs

This study investigates the impact of a mentoring initiative on the performance of ten adjunct instructors new to the faculty of Indian River Community College in east-central Florida. Participants represent a wide range of discipline areas, motivations and demographic characteristics. The mentoring program focused on general pedagogical skills and classroom practices for varying disciplines. The study's primary question asks what value a mentoring initiative will offer to new faculty above and beyond the traditional relationship with the key contact person. Secondary research questions include: (1) the degree of structure that should be incorporated into the initiative design; (2) the most significant needs of new adjuncts that are not addressed by the traditional key contact person; (3) factors that affect the degree of those needs; (4) responsiveness of the adjuncts to the initiatives; and (5) mentoring characteristics (age, race gender) that contribute to an effective mentor-mentee match. Findings indicated that all participants finishing the study perceived the mentoring initiative as valuable. Those who derived the greatest benefit were participants who had some previous teaching experience and/or former mentoring relationships, and who accessed the mentor frequently. The mentor's interpersonal skills played a more significant role in the success of the mentoring relationship than did his/her demographic characteristics. Appendices A-E contain the research agreement and study overview, interview guides, instructor/course evaluation form, orientation checklist for new adjunct faculty, and an instructor effectiveness training outline. Contains 51 references. (AS)

ED 437 130 JC 990 390

Student Access Study.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Community Colleges; Educational Finance; Enrollment; *Enrollment Projections; *Enrollment Trends; *Population Trends; *State Colleges; Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Wyoming

This study of Wyoming citizen access to community college education explored several factors related to college enrollments over the period 1990-1997. The study further examined projected student enrollment for 1998-2006. This study reports on the findings for: (1) Wyoming population trends and community college enrollments and projected enrollments for 1990-2006; (2) proportional age demographics of Wyoming college system student credit enrollments 1990-1997; (3) college and primary feeder counties analyses for Casper College, Central Wyoming College, Eastern Wyoming College, Laramie County Community College, Northwest Wyoming College, Northern Wyoming Community College District, and Western Wyoming Community College; and (4) regression analysis of college enrollments and unemployment statistics. The inconsistency with which population growth was reflected in proportion of college system enrollments suggested that factors other than the size of the potential pool of students had substantial impact on

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Case Studies; Competence; *Competency Based Education; *Criterion Referenced Tests; Employment Qualifications; Focus Groups; Foreign Countries; Job Performance; Models; National Surveys; Partnerships in Education; *Performance Based Assessment; *Personnel Evaluation; Postsecondary Education; School Business Relationship; Test Reliability; *Test Validity; Training; *Vocational Education
IDENTIFIERS- *Australia

The implementation of competency-based assessment (CBA) under Australia's National Training Framework was evaluated to provide indicators for improvement in CBA policy and practice. The evaluation included three data collection activities: a survey of 258 teachers, trainers, and assessors (response rate, 43%); a survey of 68 Industry Training Advisory Board members (response rate, 89%); and case studies of 45 sites in 3 industry sectors. The evaluation focused on the extent to which CBA is meeting users' needs, the resources being used for CBA, and the perceived outcomes and benefits of CBA. Although the study participants were generally satisfied with CBA, they expressed concern over certain aspects of CBA that need improvement. The following are among the strategies for improving CBA practice that were identified: review competency standards for their value and relevance to industry; develop a creative national marketing and communication strategy to promote the benefits of vocational education and training (and thus CBA) to users and potential users; establish training and assessment partnerships between industry and registered training organizations; ensure that assessment includes underpinning knowledge, skills, attitudes, and ethics; and improve the quality of assessor training. (Concluding the document are lists of the research participants, reference group members, and focus group participants.) (MN)

ED 436 634   CE 079 478

McIntyre, John; Freeland, John; Melville, Bernice; Schwenke, Cristina
Early School Leavers at Risk.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; Dropout Attitudes; Dropout Characteristics; *Dropouts; *Education Work Relationship; Educational Improvement; *Educational Needs; Educational Policy; Employer Attitudes; Employment Opportunities; Employment Patterns; Foreign Countries; Literature Reviews; Needs Assessment; Policy Formation; Postsecondary Education; *Program Effectiveness; Public Policy; Questionnaires; School Holding Power; Secondary Education; Social Services; Strategic Planning; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Australia (New South Wales); Scandinavia

The effectiveness of initial vocational education and training (VET) and support services in preparing early school leavers in Australia to negotiate an effective transition from school to adult roles was examined in a study that focused on two areas of the Central Coast of New South Wales. The following three data collection activities were used: literature review; assessment of recent commonwealth and state VET policies from a social policy perspective; and interviews with 40 early school recommended that an array of high school programs be offered to meet the needs of diverse student bodies. (The report contains 23 references. Appended are the following: description of variables; probit estimation of educational attainment; ordinary least square analysis of high school human capital production; and demographic differences identified through probit estimation of educational attainment.) (MN)

ED 436 653 CE 079 507

Bouchard, Paul; Kalman, Linda
Distance Education and Learner Autonomy: Some Theoretical Implications.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Definitions; *Distance Education; Educational Technology; Foreign Countries; *Independent Study; Learning Processes; *Personal Autonomy; *Teacher Student Relationship
IDENTIFIERS- *Self Direction

As new communications media have developed, discussion of the definition of "distance education" (DE) has increased. The following defining features of DE have been proposed: geographically remote, two-way communication; use of one or more technical media; mass delivery; control of educational institution; and predominance of independent study. In each case, however, examples of programs qualifying as bona fide DE without being characterized by the specific feature can be cited. Some authors have attempted to reframe the concept of distance by emphasizing the pedagogical aspects of the teacher-learner transaction (transactional distance). Learner autonomy and learning as action are two other issues that have been discussed extensively in relation to DE. Learner autonomy is seen as a requisite in highly structured situations, where learners must compensate for the lack of pedagogical flexibility. Simultaneously, learner autonomy is seen as indispensable when learners must deal with a lack of structure. Some have suggested that the format of DE programs include a structure that encourages learners to become proactive in assuming various learning strategies, committing themselves to the lifelong goal of self-directed learning. In the absence of in situ teacher-learner interactions, DE programs rely on a correct understanding of learner autonomy for their effectiveness. (Contains 15 references.) (MN)

ED 436 654 CE 079 509

Bouchard, Paul
A Study of Self-Directed Professionals of High Attainment.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; *Context Effect; Educational Environment; Educational Research; *Independent Study; Influences; Interaction; *Learning Processes; Learning Strategies; Literature Reviews; Models; Outcomes of Education; Performance Factors; *Personality Traits; Professional Development; *Professional Occupations; Student Educational

transportation, time commitment, insurance, regulations, and sample forms. Section 8 presents limited information for these additional school-to-work opportunities in which some school districts may participate: supervised agricultural experience, coordinated co-ops, part-time work, school-based enterprises training plan, and personal mentoring. (YLB)

ED 436 673   CE 079 545

Comings, John, Ed.; Garner, Barbara, Ed.; Smith, Cristine, Ed.
Annual Review of Adult Learning and Literacy. Volume 1. The Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 357p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Accountability; Adolescents; Adult Education; *Adult Learning; *Adult Literacy; Adult Programs; Annotated Bibliographies; Beginning Reading; Computer Uses in Education; Dropouts; Early Childhood Education; Educational Change; Educational Legislation; *Educational Needs; *Educational Practices; *Educational Research; Educational Technology; English (Second Language); Enrollment Trends; Evaluation Methods; Foreign Countries; Functional Literacy; Intergenerational Programs; Internet; *Literacy Education; Literature Reviews; Needs Assessment; Postsecondary Education; Public Health; Reading Difficulties; Reading Instruction; Resource Materials; Student Evaluation; Teaching Methods; Theory Practice United Kingdom; *United States
IDENTIFIERS- United Kingdom; *United States

This book contains eight papers on adult learning and literacy. "The Year 1998 in Review" (Fran Tracy-Mumford) examines educational legislation and policy and developments in adult education program development, program accountability, strategic alliances and partnerships, and instructional methodologies and technologies. "Lessons from 'Preventing Reading Difficulties in Young Children for Adult Learning and Literacy'" (Catherine E. Snow, John Strucker) examines recent findings of research on reading development. The pros and cons of admitting high school dropouts to adult literacy programs are weighed in "Youth in Adult Literacy Education Programs" (Elisabeth Hayes). "Adult Literacy and Postsecondary Education Students: Overlapping Populations and Learning Trajectories" (Stephen Reder) examines provision of literacy education in light of increasing economic demands for postsecondary credentials. The literacy levels required to read medical literature and informed consent documents are discussed in "Health and Literacy: A Review of Medical and Public Health Literature" (Rima E. Rudd, Barbara A. Moeykens, Tayla C. Colton). Assessment of outcomes and learner outcomes in English for speakers of other languages (ESOL) programs is explored in "Perspectives on Assessment in Adult ESOL Instruction" (Carol H. Van Duzer, Robert Berdan). "Adult Learning and Literacy in the United Kingdom" (Mary Hamilton, Juliet Merrifield) describes the United Kingdom's adult literacy system. The growing use of computers in literacy education is the subject of "Using Electronic Technology in Adult Literacy Education" (David J. Rosen). "Resources on the Use of Electronic Technology in Adult Literacy Education" (Jeff Carter, Lou Wollrab) is an annotated bibliography of 26 publications and Web sites devoted to adult literacy. Thirty mental health care. With this paper the author hopes to: (1) educate newly licensed mental health practitioners to issues regarding HMOs in order that they can protect their interests while maintaining integrity in their treatment of mental health patients, and (2) promote awareness of any ethical concerns that might result as HMOs dictate treatment for mentally ill patients. (Contain 47 references and three appendixes.) (Author/JDM)

ED 436 691 CG 029 683

Kapp, Lisa
Managing Sexual Attraction in Counseling: Training and Supervisory Implications.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Codes of Ethics; *Counselor Client Relationship; Counselor Training; *Intimacy; *Practicum Supervision; Role; *Sexuality; Student Experience; *Supervision; Supervisory Training; *Teacher Student Relationship
IDENTIFIERS- Relationship Psychotherapy

Sexual activity in psychotherapeutic and supervisory relationships breaches counseling ethical standards, some state legal codes, and is perceived as unethical by a majority of mental health practitioners. Many therapists do experience sexual feelings for their clients and supervisees, and an alarming number act out these feelings with clients, supervisors, and counseling student supervisees. Although managing sexual feelings within counseling and supervisory relationships is a significant dilemma, many practitioners in the mental health field do not feel this issue is adequately addressed as part of their training. This paper examines the prevalence and effects of sexual feelings and intimacy within therapeutic dyads and explores ways that counseling programs can help students manage them through effective training and supervision. It states that by taking an active role to effectively teach counseling students, supervisors, and educators sexual responsibility, counseling training programs can help safeguard the ethical integrity of the counseling profession and protect clients from possible sexually-instilled damage that could filter through the supervisory situation. (Contains 17 references.) (JDM)

ED 436 692 CG 029 685

Schwieger, Jeffrey L.
An Evaluation of the Effectiveness of Axis I Treatment with a Comorbid Personality Disorder with Implications for the Health Care System: A Review of the Literature.
PUB DATE- 99
NOTE- 55p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Clinical Diagnosis; *Clinical Psychology; Counseling; Counselor Training; Literature Reviews; Outcomes of Treatment; Psychotherapy; Theory Practice Relationship; Values
IDENTIFIERS- Comorbidity; Diagnostic Statistical Manual of Mental Disorders; Partnerships in Health Care

This paper examines the relationship between clinical psychology

DESCRIPTORS- *Cognitive Measurement; *Cognitive Processes; Group Dynamics; *Heuristics; *Instructional Design; Intermediate Grades; *Learning Processes; Models; Qualitative Research; Teaching Methods
IDENTIFIERS- *Self Talk

This qualitative research studied patterns of student self-talk (thought) in a sixth-grade mathematics classroom. The research sought greater understanding of the mental labels and operative cognitive structures upon which students rely in order to participate in schoolwork. Twenty-four students were given "math journals" and asked to record their thoughts and feelings as they occurred in class over a six-week period. Results supported a collective group-dynamics theoretical framework; 92% of recorded student self-talk seemed to assess either the threat/difficulty/danger facing the student group, the students' positions within the group, or the performance of the group "leader" (the teacher). These results may also support a socio-biological interpretation of student thought patterns, suggesting the possible existence of deeply imprinted habits of cognition which could have potentially important instructional implications. (Author/GCP)

ED 436 712 CG 029 710

Watson, Joshua C.
Rational Emotive Behavior Therapy: Origins, Constructs, and Applications.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Modification; *Cognitive Restructuring; *Constructivism (Learning); *Counseling Techniques; Emotional Problems; *Rational Emotive Therapy; Socialization
IDENTIFIERS- *Ellis (Albert)

In 1956, Dr. Albert Ellis presented his seminal work on Rational Therapy, subsequently renamed Rational Emotive Behavior Therapy (REBT) in 1993. This paper explores the origins, theoretical foundations, applications, and implications of REBT and provides a look at the empirical research available in support of the approach's efficacy. REBT is widely recognized as an effective approach to therapy. Many researchers have written on the usage of REBT, including Ellis himself who has authored over 700 articles and manuscripts relating to REBT. REBT is one of the cognitive-behavioral approaches to psychotherapy, in that it pays particular attention to the role that cognition and behavior play in the development and maintenance of people's emotional problems. Although REBT uses social learning theory and holds that external events and environmental influences significantly affect humans and contribute to their emotional disturbances, it stresses biological tendencies and innate predispositions; a view not held in other cognitive theories. Rational Emotive Behavior Therapy is presented as an effective approach for dealing with clients who have the ability and desire to make changes in their lives. The goal of REBT is not to rid people of their irrational beliefs, rather it is to minimize their emotional disturbances and self-defeating behaviors by acquiring a more realistic and workable philosophy of life. (Contains 31 references.) (GCP)

ED 436 713 CG 029 716

Martin, Peter B.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 5; Intermediate Grades; *Reading Attitudes; Reading Material Selection; *Reading Motivation; Reading Programs; Reading Research; Self Concept
IDENTIFIERS- Motivation to Read Profile

A study examined whether allowing students to make choices in their reading program significantly increased their self concepts as readers and the value they place on reading. The Motivation to Read Profile was administered to 20 fifth-grade students from a variety of socioeconomic families. After allowing the students to make choices in their reading programs, a posttest was given. Pretest and posttest scores were compared on self concept as a reader, the value placed on reading, and combined self concept and value scores. A significant positive difference was found between the self-concept scores and between the combined scores, but no significant difference was found between the value scores. (Contains 2 tables of data and 8 references. An appendix contains Motivation to Read Profile scores, self-concept scores, value scores, and combined scores.) (Author/NKA)

ED 436 732 CS 013 784

Kelly, Patricia R.; Klein, Adria F.; Pinnell, Gay Su
Learning through Conversation.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *Early Intervention; Instructional Effectiveness; Interprofessional Relationship; Primary Education; Reading Difficulties; *Reading Instruction; *Student Needs; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Conversation; *Reading Recovery Projects

Through teacher-child conversation, experts use oral language to help novices take on more complex tasks; and Reading Recovery children, who are obviously having difficulty with school-based learning, are especially in need of significant conversations with adults. Reading and writing processes are supported through conversation with Reading Recovery, and moment to moment interchanges have power in student learning. Talk is especially crucial in two parts of the lesson--composing a story to write and introducing a new book. In Reading Recovery, a closely shared situation with an adult and child participating together in reading and writing provides the setting within which teachers can structure their interactional moves to meet the student where he or she is learning. In Reading Recovery, teachers are assisted in learning through conversations about their work with colleagues and others who share common understandings. Through conversations, teachers help children learn, and teachers help each other learn. Reading Recovery makes possible the power of teaching as conversation. Contains 17 references. (RS)

ED 436 733 CS 013 785

Browne, Ann; Fitts, Maryellen; McLaughlin, Bennetta; McNamara, Mary Jane; Williams, Judy
Teaching and Learning: Our Experience in Reading Recovery.
PUB DATE- 97

these issues must be addressed before early reading texts are published and selected. Contains 2 figures, 7 tables of data, and 41 references. Appendix A contains "Text Engagingness Rating Scales"; Appendix B lists the "100 Most Highly Frequent Words in English"; and Appendix C contains the "Description of Decodability Levels." (NKA)

ED 436 755 CS 013 807

DeBruin-Parecki, Andrea; Perkinson, Kathryn; Ferderer, Lance
Helping Your Child Become a Reader.
SPONS. AGENCY- GE Fund, Fairfield, CT.
PUB DATE- 00
NOTE- 60p.; Illustrated by Barbara McGee. Updates "Helping Your Child Learn To Read" (ED 355 484).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; *Language Skills; Parent Child Relationship; *Parent Participation; *Prereading Experience; Reading Aloud to Others; *Young Children
IDENTIFIERS- Parental Efficacy; *Prereading Activities; *Prereading Skills

This booklet tells how parents can use all their language skills to build those of their children. The booklet is designed for helping children from infancy to age 6--the most important years for learning the skills they will need to become readers. It offers parents suggestions on how to: talk with their children; read aloud with him/her; help him/her learn about printed words and what they mean; show her/him that they value reading; and do other activities at home that encourage reading. To help show when children can take certain learning steps, the booklet ties much of the discussion to four age groups: baby (birth to 1 year); toddler (1 to 3 years); preschooler (ages 3 and 4); and kindergartner/early first grader (ages 5 and 6). A section discusses "If You Think There's a Problem." Contains a reading checklist, a list of typical language accomplishments for children, resources for families and caregivers, resources for children, and an 11-item bibliography. (NKA)

ED 436 756 CS 013 810

Morrow, Lesley Mandel; Strickland, Dorothy S.; Woo, Deborah Gee
Literacy Instruction in Half- and Whole-Day Kindergarten: Research to Practice. Literacy Studies Series.
SPONS. AGENCY- National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.
PUB DATE- 99
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; *Emergent Literacy; *Full Day Half Day Schedules; *Instructional Development; Instructional Effectiveness; *Kindergarten; Primary Education; *Time Factors (Learning)
IDENTIFIERS- Curriculum Mapping; Kindergarten Extended Day Program; Literacy Assessment

Grades 3-5. The Responsive Classroom Series #4.
PUB DATE- 00
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Class Activities; Elementary Education; *Family (Sociological Unit); *Friendship; Learning Activities; *Literature Appreciation; *Novels; Picture Books; Reading Material Selection; *Social Values; Thematic Approach
IDENTIFIERS- Theme (Literary)

This book contains eight selections of literature for children in Grades 3-5, books which focus on themes of friendship and family. Ranging from picture books to novels, these selections are rich with possibilities for exploring topics such as loyalty, empathy, conflict, courage, fairness, responsibility, and diversity. Each selection features the following: a detailed summary of the source of the selection; a variety of activities for embracing understanding; suggestions and techniques for facilitating in-depth discussions; and an annotated list of thematically related books. Selections in the book come from "The Table Where Rich People Sit" (Byrd Baylor); "The Lotus Seed" (Sherry Garland); "Shiloh" (Phyllis Reynolds Naylor); "Sarah, Plain and Tall" (Patricia MacLachlan); "Charlotte's Web" (E.B. White); "Bad Girls" (Cynthia Voigt); "Lily's Crossing" (Patricia Reilly Giff); and "Wringer" (Jerry Spinelli). (NKA)

ED 436 779 CS 216 961

Geekie, Peter; Cambourne, Brian; Fitzsimmons, Phil
Understanding Literacy Development.
PUB DATE- 99
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; *Classroom Environment; Classroom Research; Foreign Countries; *Literacy; Primary Education; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Australia; *Communication Context; *Learning Environments; Teaching Research

This book presents an account of literacy learning based on what effective teachers and learners actually do. It demonstrates how literacy develops in social and communicative exchanges. It contends that learning to be literate--like all learning--involves negotiating meanings with others, through whom learners clarify, confirm, and expand their understandings of literacy and how they can use it. The approach presented in the book demands a focus on learning itself, rather than on the alleged complexity of written language. Failure to learn is due to failure in communication, and the book establishes a framework to enhance the understandings required of children learning to read. The book, designed primarily for teachers in the primary grades but also probably of interest to academics and teacher educators, draws on videotaped research during literacy sessions in Australian schools. Contains a 71-item bibliography. (NKA)

ED 436 780 CS 216 962

that is easy, effective, and non-threatening. Blackline masters are attached. (NKA)

ED 436 801 CS 510 182

Janusik, Laura
Not Your Typical Group Exercise: Assessing Interpersonal Skills within the Group Setting. Gifts--Great Ideas for Teaching Speech.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Group Dynamics; Higher Education; Instructional Effectiveness; *Interpersonal Communication; *Interpersonal Competence; *Introductory Courses; *Skill Development; Student Educational Objectives
IDENTIFIERS- *Communication Strategies; *Group Facilitation

This paper presents a group exercise which focuses on each individual's interpersonal skills--the activity was designed to simulate a real-world group experience, such as students might encounter in the business world. The paper gives four instructional objectives, lists material required (a video camera), gives required reading for preparation, and then details the procedure to be followed. It then discusses the assignment, grading, videotape viewing procedure, the paper required, and explains "categorical intentions." (NKA)

ED 436 802 CS 510 183

Johnson, Maeetta B.
Communication in the Classroom.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; *Communication Skills; *Diversity (Student); Elementary Secondary Education; Low Income Groups; Nonstandard Dialects; *Student Needs; *Teacher Role
IDENTIFIERS- *Communication Strategies; Cultural Sensitivity

Educators have become so involved with delivering the curricula that they fail to acknowledge "how" they deliver the curricula. This paper considers the different forms of verbal and nonverbal communications in the classroom, cultural communications in the classroom, and communication enhancers for the classroom--issues which are major crossroads in the path to receiving a successful education. The paper contends that educators are doing an inferior job educating poor children. According to the paper, when a child does not speak Standard English, the teacher must be able to reach the child on his/her level of understanding and transfer him/her to the standard level of understanding; effective classroom communication requires the teacher and students to be able to send and receive messages accurately. It states that effectiveness of instructional resource allocation. The results encourage the possibility of applying objective measurement and multilevel analysis methods to survey and test data for assessing the effectiveness of instructional resource allocation and use. Findings show that the availability of both human and physical resources is positively associated with the level of desired instructional practices across states. Generally, the effect of human resources is greater than the effect of physical resources. Furthermore, the level of desired instructional practices is positively related to the level of academic achievement across states, although the relationship between instructional resources and practices varied from state to state. Setting desired levels of standards of instructional resources and practices may be tailored to individual states' unique status of resource allocation and use. States that are more effective in using physical resources than in using human resources should set standards for physical resources at higher levels than for human resources. (Contains 17 references.) (RJM)

ED 436 822 EA 030 149

Public Schools & Religious Communities: A First Amendment Guide.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Constitutional Law; Elementary Secondary Education; *Federal Government; *Guidelines; Legal Responsibility; Religion; School Administration; *State Church Separation

This brochure presents constitutional principles and guidelines to enable schools and religious groups to work together. It states that public schools must be neutral concerning religion in all of their activities; students have the right to engage in, or decline to engage in, religious activities so long as they do not interfere with the rights of others; and cooperative programs between religious institutions and the public schools are permissible only if participation is not limited to religious groups and a student's grades or class rank are not affected by participation or nonparticipation; and student participation in such programs is not conditioned on religious affiliation. The brochure states that schools may call on religious leaders during crises, that religious leaders are not given routine access to students, that public schools may cooperate with mentoring projects run by religious institutions, and that religious institutions may serve as shelters for students seeking safety. Public schools may arrange to use the facilities of religious institutions provided that the schools have a secular educational purpose for seeking to use the facilities, the facilities are not used for proselytizing students, and such use does not necessitate an ongoing administrative entanglement between the school district and the religious institution. (RJM)

ED 436 823 EA 030 150

Keedy, John L.; Freeman, Eric
School Board Chair Understandings about School Restructuring in North Carolina: Implications for Policy.
PUB DATE- 97

This book is part of a series of case studies that demonstrate better ways to educate Ohio's students. The case study is part of the Transforming Learning Communities (TLC) Project, designed to support significant school-reform efforts among Ohio's elementary, middle, and high schools. The text describes the 12 Ohio schools that were selected for the Project from a sample of over 500 schools. The report outlines the process in transforming learning communities, focusing on the tradition of change, on strategic actions, and on enduring tensions. It describes how the 12 TLC schools were chosen and provides information on school locations, numbers, resources, racial/ethnic composition of students and staff, school performance, and a comparison of TLC schools. The book discusses the reconstruction of the nature of the teachers' work and how classroom-centered strategic actions, the redefining of students' work, the reorientation of teaching practices, and the development of cross-disciplinary learning experiences changed the schools. It describes the transformation of teachers' work lives, the extension of collegial development, the expansion of shared responsibility and the structuring of joint responsibility and decentralized control. The book closes with the schools' strategies for working with parents and other stakeholders, and offers advice on how the schools developed the habit of change. (RJM)

ED 436 842 EA 030 172

Varrella, Gary F.; Haas, Brenda; Castle, Tom; Toadvine, Wendy; Washburn, Donald, Jr.; Mays, David W.
Whatever It Takes: The Case Study of Dawson-Bryant Elementary School. Transforming Learning Communities.
PUB DATE- 99
NOTE- 108p.; Prepared in cooperation with Erin Muck, Juanita Runyan, Brenda Sparks, and Donald Washburn, Sr. For other case studies from the Transforming Learning Communities Project, see EA 030 169-181.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Case Studies; Change Strategies; *Educational Change; *Educational Environment; Educational Improvement; Elementary Education; Models; School Community Relationship; *School Restructuring
IDENTIFIERS- *Transforming Learning Communities OH

This book is part of a series of case studies that demonstrate better ways to educate Ohio's students. The case study is part of the Transforming Learning Communities (TLC) Project, designed to support significant school-reform efforts among Ohio's elementary, middle, and high schools. The text presents a case study based on an elementary school in southern Ohio. The introduction provides a historical overview of the school, which is followed by a description of the role that the community plays in the life of the school. The text focuses on the community connection, looking at the key elements, the vital place of the school in the community, the themes that run throughout the school community, the role of support teams, and the informal connections that abound in the school. The report provides a review of reform strategies, technology's role, the need for leadership in initiating change, the tension that accompanied the modified schedule, and how teachers, parents, and other stakeholders viewed change in the school. The last chapter examines the ethos of commitment, the dilemmas over the direction of change, the elements of successful change, and the

This digest provides a compilation of statistical information covering the broad field of American education from kindergarten through graduate school. It includes a selection of data from government and private sources, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics. The publication contains information on a variety of subjects in the field of educational statistics. Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government financing, and economic trends provide background for evaluating education data. This edition contains a significant amount of new material, which includes the following: poverty rates for 5- to 17-year olds in large school districts; federal funds, by program, for large school districts; trends in the average size of public schools, by level of school; distribution of public school students, by race/ethnic concentration of enrollment in school; selected statistics for Hispanic-serving institutions of higher education; selected statistics for tribal colleges predominately service American Indian students; percent of colleges using various selection criteria for admission; and average undergraduate tuition and fees, by percentage distribution of student enrollment. Appendixes include a "Guide to Tabular Presentation," "Guide to Sources," and "Definitions." (DFR)

ED 436 862 EC 307 535

Grace, Jennifer B.; Velez, Denise M.; Chambliss, Catherine
New Treatments for Autism: Effects of a Gluten-Free Diet on Rate of Learning.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Autism; Behavioral Science Research; Data Analysis; Data Collection; Intervention; *Learning Processes; *Nutrition; *Outcomes of Treatment; *Therapy
IDENTIFIERS- *Gluten

This study assessed the effects of a gluten-free diet over one year on learning patterns in three autistic children (ages 5 to 8) participating in an applied behavioral analysis program. Rates of learning for five behavioral targets 3 months, 6 months, 9 months, and 12 months after the start of the diet were compared using a within-subjects analysis. The total number of attempts for the last five targets mastered comprised the post-treatment scores for each participant. Data indicated that time on the gluten-free diet was not significantly related to the number of learning trials needed for task mastery. High variability in scores and lack of control for task difficulty level appeared to be responsible for these mixed results. (Contains 18 references.) (DB)

ED 436 863 EC 307 536

Seferian, Robert
Design and Implementation of a Social-Skills Program for Middle School Students with Learning and Behavioral Disabilities.
PUB DATE- 99
NOTE- 82p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

about educational programs for children with disabilities. Introductory information discusses what mediation is, who mediators are, a typical mediation process, and the relationship of education to culture. The document then presents 52 specific strategies organized into four categories: (1) policies and systems (e.g., adopt a policy that mediation services must be sensitive to cultural, linguistic and class differences); (2) education and outreach (e.g., involve families, parent training centers and advocacy groups in the development and distribution of education and outreach materials); (3) mediation procedures and processes (e.g., give preference to multilingual and culturally competent intake coordinators); and (4) mediators and practitioners (e.g., ensure that mediators and educators are aware that some individuals and families do not welcome the involvement of government or other agencies in personal or family affairs). The paper concludes that use of these strategies demonstrates a commitment to equal access, mutual respect, and basic human rights. An annotated list of organizational resources and recommended reading is attached. An appendix presents the regulatory provision for mediation under IDEA '97 (Individuals with Disabilities Education Act Amendments 1997). (DB)

ED 436 882   EC 307 555

Sayler, Michael, Ed.
Tempo, 1997.
PUB DATE- 97
NOTE- 132p.; Volume 17, Issue 3, Summer 1997 is no longer available.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Diversity (Student); Elementary Secondary Education; *Gifted; Gifted Disabled; Gifted Disadvantaged; Inclusive Schools; Mainstreaming; *Talent; Teaching Methods

The three issues of this 1997 publication on gifted and talented students focus on the themes of teaching gifted students in the regular classroom, atypical gifted students, and the 1997 annual conference of the Texas Association for the Gifted and Talented. Major articles include the following: "Meeting the Needs of Gifted Learners in the Regular Classroom: Vision or Delusion?" (Carol Ann Tomlinson); "Teaching Gifted Kids in Today's Regular Classroom" (Susan Winebrenner); "Looking into a Differentiated Primary Classroom" (Kathleen R. Ledwig); "Student Created Learning Centers: A Tool for Self-Directed Learning" (Jeanie Goertz); "The Gifted Student in the Regular Classroom: A Survey" (Janet Ray); "Product Differentiation: A Catalyst to Excellence" (Bertie Kilgore); "Adapting for Gifted Students in the Elementary Classroom" (Susan Johnsen and others); "Understanding the Diversity of the Gifted" (Bertie Kingore and Lynlee Rinard); "The Quiet Gifted...The Atypical Gifted Learner" (Jim Coffey); "ADD & Gifted: How Can You Distinguish between the Two?" (Rebecca Rendon); "Parental Alcoholism and Gifted Children" (Rebecca Gaston and Jeanie Goertz); "Adjusting the Focus: Finding Gifted Students with Learning Difficulties" (Janet Ray); "Identification of Hispanic, Bilingual, Gifted Students" (Rafael Lara-Alecio and others); "Handicapped? Says Who?" (Joan Ragland and others); "Yes, It Can Be Done...Gifted Students Can Be Challenged in the Regular Classroom" (Judy Traudt); "Gifted Gazetteers: Advertising & Journalism" (Terry Dotherow and Diana Brigham); "Organized Sports and a BD Gifted Child" (Tandra Tyle-Wood and

Data; *Student Characteristics; Tables (Data); Trend Analysis
IDENTIFIERS- Cooperative Institutional Research Program

This monograph presents information on college freshmen with disabilities based on data collected by the Cooperative Institutional Research Program, a longitudinal study of the American higher education system that includes 469 institutions and 275,811 students. Section 1 presents highlights of the 1998 freshman survey and includes personal and family background, high school preparation and matriculation to college, college and career expectations, self-perceptions, and opinions. Section 2 provides data on differences by gender among full-time freshmen with disabilities. Section 3 highlights the types of disabilities, including learning disability, partial sight or blindness, health-related disability, orthopedic impairment, hearing impairments, and speech impairments. A summary identifies trends such as: (1) the proportion of freshmen reporting disabilities remained at 9 percent between 1991 and 1998; (2) students with learning disabilities continued to be the fastest growing group, with two in five freshmen with disabilities reporting a learning disability; and (3) although freshmen with disabilities were still more likely than nondisabled peers to enroll in two-year colleges, a higher proportion of 1994 students with disabilities was enrolling in four-year institutions, compared to 7 years earlier. Three tables in the appendix provide additional data on freshmen characteristics. (Contains 13 tables and 4 figures.) (CR)

ED 436 901 EC 307 574

Roth, Vicki
Building a College Disability Support Consortium.
PUB DATE- 99
NOTE- 43p.; "The preparation of this booklet was made possible in part by the New York State VESID/Postsecondary Education Project Model for Improving Student Potential for Postsecondary Experiences Project."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; Change Agents; Change Strategies; College Students; *Consortia; Delivery Systems; *Disabilities; Higher Education; Interprofessional Relationship; *Student Personnel Services; *Student Personnel Workers

This handbook describes the development of the Advocacy Consortium for College Students with Disabilities in Rochester, New York, and provides suggestions on how to create such consortiums. It begins by discussing the following topics: the need for advocacy consortiums to assist support providers in addressing ongoing concerns about documentation of disabilities, definitions of disabilities, the transition between high school and postsecondary life, helping faculty understand current interpretation of the laws, insurance and disabilities, the impact of technology on disability support, crisis management, and lobbying for change. The guide then discusses how to get a consortium off the ground and key issues that need to be considered. Following sections address how to maintain a consortium, forming work teams, and funding a consortium. Suggestions for long-term projects for a disability support consortium are then described, including: college nights, college panels, self-assessments to help students evaluate their readiness for postsecondary education, speakers

Integration; Technical Assistance; Toddlers; Transitional Programs
IDENTIFIERS- *Pennsylvania

This final report discusses the activities and outcomes of a 4-year federally funded project designed to provide effective practices in the delivery of educational services to Pennsylvania children and youth with deafblindness from birth through 21 years of age and to their families and service providers. Outcomes of the project included: (1) increasing the capacity of local educational agencies, intermediate units, and community agencies to deliver effective consultation and appropriate technical assistance in a timely manner to children who are deafblind through accurate identification; (2) creating a systematic approach for parent involvement in planning and developing coordinated, comprehensive, and longitudinal service plans for their child which include early identification, appropriate educational program, transition, assistance with competitive or supported employment, assistance with residential options for independent living, and placement of their child in the least restrictive environment; (3) ensuring ongoing coordination of services among state and national agencies responsible for providing services to children with deafblindness; and (4) increasing the utilization of effective and age-appropriate practices that promote the inclusion of children with deafblindness. The report discusses activities, challenges and solutions, and implications for practice. Appendices include participant letters of support, advisory council membership, sample activities, and products. (CR)

ED 436 921 EC 307 595

Alabama Deaf-Blind Project, 1995-1999. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Agency Cooperation; Children; *Deaf Blind; Delivery Systems; Disability Identification; *Early Identification; *Early Intervention; Elementary Secondary Education; Inclusive Schools; Infants; Parent Education; Parent Participation; Preschool Education; Professional Development; Program Evaluation; Social Integration; *Teacher Education; Technical Assistance; Toddlers
IDENTIFIERS- *Alabama

This final report discusses the activities and outcomes of a 4-year federally funded project designed to meet the critical need in Alabama to provide effective practices in the delivery of educational services to children and youth with deaf-blindness from birth through 21 years of age and to their families and service providers. The project accomplished the following: (1) increased the local capacity of local educational agencies, intermediate units, and community agencies to deliver effective services to children who are deaf-blind through timely and accurate identification; (2) provided pre-service and/or in-service training to parents, paraprofessionals, professionals, and related service personnel preparing to serve, or serving, children with deaf-blindness; (3) facilitated parental involvement in the education of their children with deaf-blindness; (4) provided consultative and counseling services for professionals, paraprofessionals, design. Subcategories within the planning, criteria, and recommendations section address program master planning, physical master planning, physical planning decisions, and architectural program development process. Design recommendations subcategories address site organizing principles, patterns of activity spaces, general design of play spaces, and site details. The recommendations are presented as a series of "patterns," each suggesting a different design idea in response to children's needs and the research information collected, and each further specifying detailed design criteria. A summary of important planning and design issues and recommendations, and an introduction to new ways of thinking about children, their play, and the role of the physical environment in child development and play precedes the actual recommendations. (GR)

ED 436 945   EF 005 643

Gillespie, Monica McTeague
New Design Feature in Virginia's Public Schools.
PUB DATE- 99
NOTE- 27p.; Sponsored by Creative Office Environments and Bond Comet Westmoreland & Hiner Architects.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Design; Comparative Analysis; *Educational Facilities Design; Elementary Secondary Education; *Interior Design; Offices (Facilities); Public Schools; School Safety; *School Space; Space Utilization; Surveys
IDENTIFIERS- *Virginia

A study of new design features for public schools was conducted to determine what specific design features were being implemented in Virginia's schools. This report summarizes the major trends in facility design that were discovered in the following areas: safety and security features; classroom space; technology areas; administrative spaces; communal space; school grounds; teachers' facilities; community use of school facilities; energy use and sustainable design; organization of instruction; and special programs. While numerous innovative design features are being implemented in school across Virginia, the data reveal that older schools built prior to 1990 have fewer of them. Older schools lack some of the benefits of flexible space and extra space for learning, have limited use of landscapes and community access to school assets, and lack central air conditioning. New schools have more cost-saving features and flexible space for instruction, and greater access to the surrounding community. An appendix provides survey statistics. (Contains 11 references.) (GR)

ED 436 946   EF 005 645

Ohio School Design Manual.
PUB DATE- 97
NOTE- 450p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Construction Materials; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Public Schools; *School Space;

and exploration, focuses on teacher self assessment and professional goal setting. Part two, principles of EFL/ESL teaching and learning, focuses on classroom management techniques, using various materials effectively, and the uses and importance of culture. Part three, teaching language skills, focuses on more effectively teaching individual student comprehension, conversation skills, reading, and writing. Two appendices offer descriptions of various professional EFL/ESL journals, and a list of publishers of EFL/ESL resources, respectively. (KFT)

ED 436 967 FL 026 090

Felix, Uschi
Virtual Language Learning: Finding Gems Amongst the Pebbles.
SPONS. AGENCY- Language Australia, Melbourne (Victoria).
PUB DATE- 98
NOTE- 176p.; A CD-ROM accompanies the book.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; *Computer Mediated Communication; Computer Networks; *Computer Uses in Education; Educational Resources; Elementary Secondary Education; Independent Study; Information Dissemination; Information Networks; *Instructional Materials; Internet; Listservs; Second Language Instruction; Second Language Learning; *World Wide Web

This document is intended for teachers and students who want to use the resources offered on the World Wide Web for second language instruction and learning. It assists in a comprehensive exploration of resources with different types of delivery, content, and level of interaction. The book is free of technical jargon, making insight into the complexity of the task all the easier for the user who is not technically-inclined. Resources include the following: comprehensive lists of URLs in a large number of languages, typically including a wide range of links; comprehensive lists of URLs for a single language, also extensively linked; and sites that focus on a single language. Selection of resources has focused on resources that have the potential to be integrated into existing courses; are instantly usable, in some cases without a teacher; are free or available at a reasonable cost; and are substantial and/or provide useful self-contained activities. Resources are not judged or rated by the author beyond the stated selection criteria; they are merely offered for the reader to pick and choose among. The book is divided into four parts: an introduction; annotated lists of example sites; making sense of the technology; and getting the language right--text input and output. Four appendices are included: useful sites for English-as-a-Second/Foreign-Language; selected links pages for languages in general and specific languages; on-line readings related to MUDs and MOOs; and sites included at the last minute that bear watching. (Contains 66 references.) (KFT)

ED 436 968 FL 026 092

Winsa, Birger
Language Attitudes and Social Identity: Oppression and Revival of a Minority Language in Sweden. Occasional Paper No. 17.
PUB DATE- 98

Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Education; *Computer Assisted Instruction; Computer Uses in Education; Educational Resources; *English (Second Language); *Independent Study; Instructional Materials; Second Language Instruction; Second Language Learning; World Wide Web; Writing (Composition); Writing Exercises; Writing Instruction

This document consists of online instructional materials designed for adult education use. It is a seven lesson course designed to help the student develop better spelling and grammar skills, write with greater purpose and focus, and exercise better word choice through an enriched vocabulary. Detailed lessons, complete with worksheets and instructions, comprise the bulk of this material. It may be used by both native and non-native speakers of English, but is designed and conceived of for use by people whose first language is not English. Many of the writing and discussion topics found in the lessons focus on American culture. Within each lesson there are at least three types of assignments. In the first part, the student writes freely about a set topic. In the second part a specific writing skill is practiced. In part three there is more formal and structured writing about a given idea. Necessary technical instructions and support for those new to the Internet and computers is provided. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 436 987 HE 032 605

Jackson, Maureen
Study of the Employment Status of Faculty at Maryland Public Campuses.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjunct Faculty; *Full Time Faculty; Higher Education; Part Time Faculty; *Public Colleges; Tables (Data); *Tenure
IDENTIFIERS- Morgan State College MD; Saint Marys College of Maryland; University of Maryland System

During the last decade, concerns have been raised regarding the national increase in temporary and part-time appointments for faculty with an accompanying decrease in permanent full-time faculty. This report reviews trends in the employment of full- and part-time faculty at Maryland's public colleges and universities between 1981 and 1998. Breakdowns are made with regard to race/ethnicity, gender, age, length of employment, highest degree attained, and academic program. Tenure and tenure track status are not included in the report as campuses were not consistent in their reporting of these variables. The figures show that part-time and temporary faculty are becoming more prevalent at Maryland's public colleges and universities while full-time permanent faculty members have declined. (Contains 14 tables.) (JM)

ED 436 988 HE 032 606

Randall, Monica E.
Minority Achievement Report Summary, 1999. Maryland Community Colleges. University System of Maryland. Morgan State University, St. Mary's College of Maryland.
PUB DATE- 99
NOTE- 76p.

difficulties with the dissertation relate to attrition; (4) academic achievement indicators, with the exception of graduate record examination scores, are not effective predictors of degree completion; (5) employment and financial factors are poor indicators of persistence; and (6) retention rates very widely among institutions. (Contains 168 references.) (RH)

ED 437 009 HE 032 711

Mauch, James
Higher Education in China: Consulting for the Asian Development Bank on Higher Education Reform. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; College Attendance; Decentralization; Economic Development; Educational Economics; *Educational Finance; Financial Exigency; Foreign Countries; Government Role; *Government School Relationship; *Higher Education; Institutional Characteristics; Institutional Evaluation; *Organizational Change; Policy Formation
IDENTIFIERS- *ASHE Annual Meeting; Asian Development Bank; *China

This paper examines the relationship of the Chinese National Academy of Educational Administration, the Asian Development Bank, and a consulting U.S. university in a project to provide technical assistance for senior Chinese university administrators in management training and modernization of facilities. Although the higher education component in China is relatively small, the central government expects it to play a key role in social and economic development. The government also wants to decentralize university administration and reduce its share of the financial burden, but at the same time not lose complete control. Sections of the paper discuss the development of Chinese higher education, sources of funding for higher education, private higher education, the need to decentralize the administrative structure, and issues of efficiency, effectiveness, and expansion. Issues addressed include free education in China losing out to market forces; a growing disparity between rich and poor; increasing demand for higher education as a result of the growth of secondary education; and the need for legal codes on which to base policies and protect the rights of institutions, their administrators, faculty, and students. (Contains 25 references.) (RH)

ED 437 010 HE 032 712

Conley, Valerie Martin; Hyer, Patricia B
A Faculty Assessment of the Campus Climate for Diversity. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

(Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- *Computer Assisted Writing; Document Analysis; Guided Practice; Illinois; Technology Integration

This report describes a strategy for infusing computer technology into the essay composition process in order to enhance student achievement. The targeted population consisted of freshman high school students in a middle class community in central Illinois. Problems related to the use of computer technology in the learning process were documented through data collection via student surveys, document analysis of students' writing, observation checklists of student behavior in a computer lab, and interviews. Analysis of probable cause data revealed that the use of computer technology in the composition process without proper instruction in quality essay writing and basic computer literacy skills led to poor essays and technological oversimplification. In general, faculty in the targeted school reported student inability to use computer technology proficiently in the learning process. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of two major categories of intervention: explicit instruction of components of effective essay writing with guided practice, and explicit instruction of computer literacy skills in a computer lab with guided practice. Post intervention data indicated an increase in students' computer literacy skills, writing skills, and ability to engage in higher order thinking, as well as an increase in students' experiences with diverse educational software. (Contains 18 references.) (Author/MES)

ED 437 031 IR 019 857

Smith, Michelle L.
Fostering the Appropriate Use of Reference Materials in Fifth Grade Students through Constructivist Methods and Visual Aids.
PUB DATE- 98
NOTE- 115p.; Educational Specialist Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advance Organizers; Comparative Analysis; *Constructivism (Learning); Grade 5; *Information Skills; *Information Utilization; Intermediate Grades; *Knowledge Level; Learning Activities; Learning Resources Centers; Library Skills; Pretests Posttests; Questionnaires; *Reference Materials; Research Skills; School Libraries; Student Attitudes; Student Research; Student Surveys; Tables (Data); Teacher Surveys; *Teaching Methods; Visual Aids

A needs assessment that utilized questionnaires and an interview showed that fifth grade students at the practicum site were not able to use reference materials appropriately. Target groups for the practicum were the fifth grade students and teachers. Constructivist methods were used to increase students' knowledge of using reference materials and their attitudes toward them, as well as to increase the teachers' knowledge of methods available to teach these skills. The project utilized active lessons, incorporating the use of advance organizers and visual aids. At the beginning of the implementation, the target groups were tested to determine their knowledge and opinions in specific areas. This process was repeated for comparison at the end of the implementation. Student objectives were to: increase knowledge of appropriate use of reference material by 20%; increase use of reference materials by 30%; and demonstrate 20%

ED 437 051 IR 057 570

Pearl, Nancy
Now Read This: A Guide to Mainstream Fiction, 1978-1998.
PUB DATE- 99
NOTE- 432p.; With the assistance of Martha Knappe and Chris Higashi. Foreword by Joyce G. Saricks.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Evaluation Criteria; *Fiction; Individualized Reading; *Novels; Publications; Reader Response; Reading Interests; Reading Material Selection; Reading Materials; Recreational Reading
IDENTIFIERS- Reading Lists

This advisory resource provides a method of understanding the criteria that a reader uses to judge a novel, and recommends titles that fit those criteria. Each book was assigned a primary appeal characteristic of Setting, Story, Characters, and Language. Some were also assigned a secondary appeal characteristic. The book is divided into four parts, corresponding to the four appeal characteristics. Each entry starts with the book's author, title, publisher and date of publication, and the number of pages in the book. This is followed by a descriptive annotation, appeal characteristics, and subject headings. The annotation notes if the book is an Oprah Winfrey selection, and novels that make good book club selections are marked with an icon. When the book is a translation, the original language is noted and the translator's name is given in the annotation. Both fiction and nonfiction books, as well as a few poems, are included in a section that contains suggestions for further reading. An appendix describes several book awards. Contains title, subject, and author indexes. (AEF)

ED 437 052 IR 057 588

Lighthall, Lynne, Ed.; Howe, Eleanor, Ed.
Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, Alabama, November 10-14, 1999).
PUB DATE- 99
NOTE- 237p.; For individual papers, see IR 057 589-607 and IR 057 609.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Uses in Education; Elementary Secondary Education; Faculty Development; Foreign Countries; Guidelines; *Information Literacy; *Information Skills; Information Technology; Learning Resources Centers; Librarian Teacher Cooperation; Library Instruction; Library Role; Library Services; *Library Standards; National Standards; *School Libraries; World Wide Web
IDENTIFIERS- Information Power (AASL AECT); United States

Papers presented at this forum were grouped under the following four broad themes: "Unleash the Power!," "Powerful Roles," "Powerful Partnerships," and "Powerful Technologies." Also

The evaluation of World Wide Web resources has become a critical information skill for students. Because of the uniqueness of these resources, new tools are required that assess not only the content validity and mechanical functionality of a Web site, but also its motivational quality. This paper describes the development and validation of a set of Web evaluation tools, the Website Motivational Analysis Checklist (WebMAC), designed for use by students in grades 1-12, that are based on motivation theory and provide multiple feedback mechanisms. Research questions included: What motivation theory or theories are most appropriate as a basis for the comprehensive evaluation of Web sites? and Do the WebMAC instruments adequately and validly test the motivational quality of Web sites? A survey of the motivational literature was conducted to investigate the first question. A comprehensive, well-researched theory that could be adapted to the assessment of electronic environments (particularly Web sites) was sought. Formative evaluation methods that included iterative testing of the instruments were implemented with graduate and undergraduate students, educators, and children, while factor analyses were conducted to confirm the theoretical basis of the instrument. These provided evidence for the second question. (Contains 10 references.) (MES)

ED 437 070   IR 057 606

Hindes, Mary Ann
Web-Based Instruction for School Library Media Specialists: Unleash the Power of the World Wide Web.
PUB DATE- 99
NOTE- 10p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; Elementary Secondary Education; Higher Education; Instructional Design; *Instructional Effectiveness; *Library Education; *Online Searching; School Libraries; Student Attitudes; *World Wide Web
IDENTIFIERS- Course Development; Georgia State University; Learning Environments

A World Wide Web-based distance learning course at Georgia State University, developed with World Wide Web Courseware (WebCT), is the focus of this study. The course, "Advanced Reference: Online Searching Techniques," concentrated on assisting students in developing skills for searching Internet resources, in particular the resources and databases of the Georgia Library Learning Online (GALILEO) initiative. The target audience for the course was school library media specialists enrolled in the Educational Specialist Degree Program with a concentration in library media technology. Research questions were: (1) Is Web-based course delivery an effective way to prepare school library media specialists in the instructional uses of Internet information resources? (2) Is Web-based instruction a successful medium for helping school library media specialists develop skills in searching and evaluating GALILEO databases? and (3) How do participants react to Web-based instruction? Sources of data were logs from the enrolled at NVCC. By fall 2010, there will be 43,680 students enrolled at NVCC. According to the age-cohort model, it is estimated that by 2000, NVCC fall headcount will be 38,432 students, and by fall 2010, there will be 44,970 students enrolled at NVCC. These two models together indicate an annual (fall to fall) growth rate between 1.3% and 1.7% during this period. In addition to population-based projections, estimates for Planning District 8 public high school graduates were computed. Given that during the last 20 years enrollment of non-white students at NVCC has steadily increased, it is highly probable that non-white students will be the majority at NVCC before the year 2005. The estimates in this report are college-wide and do not provide projections for separate campuses. A fundamental assumption inherent in this study is that there will be no major changes in the area economy and the local labor market. (Contains 25 tables and 11 figures.) (VWC)

ED 437 091 JC 000 051

Graduate Survey Report: Class of 1997.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Educational Assessment; Employment Level; Graduate Surveys; Graduates; *Outcomes of Education; Questionnaires; *Student Attitudes; Student Characteristics; Student Educational Objectives; Student Reaction; Tables (Data); Two Year Colleges
IDENTIFIERS- *Northern Virginia Community College

This report presents information on 1996-1997 Northern Virginia Community College (NVCC) graduates collected through the survey mailed annually to NVCC graduates. Section 1 is the Introduction. Section 2, Profile of Survey Respondents, looks at graduates and respondents, award types, age of respondents (48% under age 30), gender (58% female), and race (69% White and 13% Black). Section 3, Goals of Respondents, examines stated goals when entering NVCC (53% wanted to transfer and 26% wanted to enter the workforce), achievement of stated goals, future academic goals, respondents' goals by age distribution, and goals by race distribution. Section 4, Employment and Income, reports employment status, employment benefits from a NVCC degree, relationship between current job and NVCC degree, and income levels by award type. Section 5, Education after NVCC, discusses current educational status of graduates (36% were attending school full-time), NVCC preparation for advanced studies, difficulties with transferring credits, and area colleges attended by NVCC graduates. Section 6, Satisfaction with NVCC Education, explores an evaluation of community college programs, preparation for bachelor's degree programs, and money borrowed for NVCC education. Section 7, Evaluation of Faculty, Instruction, and Facilities, looks at comments from the NVCC graduate survey. Finally, Section 8 presents a summary of the findings. Appended in this report are tables for respondents' stated goals and the 1997 Graduate Survey instrument used. (VWC)

ED 437 092 JC 000 052

NVCC Faculty Retirement Study: Outlook for 1998-2003.
PUB DATE- 99
NOTE- 29p.

(4) a Writing Center which supports faculty efforts to integrate writing into their courses; and (5) a newsletter which can communicate/share the successes of WAC with the faculty and the college community. (VWC)

ED 437 111 JC 000 072

Boller, Bruce R.
Non-Traditional Teaching Styles in Physics.
PUB DATE- 99
NOTE- 17p.; In: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University, 1998-1999; see JC 000 068.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; Cognitive Style; Community Colleges; Educational Development; Educational Practices; *Instructional Innovation; Learning Strategies; *Physics; *Science Instruction; Science Teachers; Student Participation; Teacher Attitudes; Teaching Methods; *Teaching Styles; Thinking Skills; Two Year Colleges

The last two decades have witnessed a growing trend away from the traditional modes of instruction in physics courses at all levels, from high schools through universities. The reasons for this, as well as some commentary on several non-traditional styles of physics instruction, are presented in this paper. The article does not attempt to promote any one style over another because it is clear from numerous sources that almost any form of interactive learning produces improved conceptual understanding. The purpose of this paper is to discuss some of what is currently being done in physics education and to impart some quantitative results. The paper also reports on the following non-traditional teaching/learning styles: (1) Peer Instruction (Lectures consisting of short presentations on key points followed by a Concep Test, which students formulate answers for and discuss with each other); (2) Collaborative Instruction (Students taught using a non-traditional style make use of collaborative exercises based upon lecture materials); (3) Overview Case Studies and Active Learning Problem Sets; (4) Tutorials; (5) Workshop Physics; and (6) Expert versus Student Problem Solving. Overall assessment and recommendations for community colleges are presented at the end of the paper. (Contains 42 references.) (VWC)

ED 437 112 JC 000 073

Cozin, M. L.
Cheating and Its Vicissitudes.
PUB DATE- 99
NOTE- 19p.; In: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University, 1998-1999; see JC 000 068.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cheating; Codes of Ethics; Community Colleges; *Discipline Problems; Moral Development; Plagiarism; *Student Attitudes; *Student Behavior; Student College Relationship; Student Development; *Student Motivation; Student Reaction; Student Surveys; *Teacher Attitudes; Teacher Response; Two Year Colleges

enrollments. Literature in the field identified multiple factors affecting enrollments: emphases in college decisions making; recruitment, orientation, and retention; tuition and fees; college operating budgets; curriculum reorganization; college calendar changes in available course offerings; college outreach sites; and area prices for housing and retail goods. The level of education of the Wyoming population is relevant to the study of citizen access to education and college system enrollment projections. (VWC)

ED 437 131 JC 990 600

Hawaii Transition Plan for the Administration of Vocational Education under the Carl D. Perkins Vocational and Technical Education Act of 1998. Fiscal Year 2000.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Community Colleges; Educational Finance; *Educational Needs; Educational Planning; Higher Education; *Program Administration; Program Development; Program Evaluation; Retrenchment; State Colleges; State Programs; *Statewide Planning; *Strategic Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Hawaii

Pursuant to the Carl D. Perkins Vocational and Technical Education Act of 1998 and in accordance with Program Memorandum 2 issued by Assistant Secretary for Vocational and Adult Education, the State of Hawaii is submitting a transition plan under Option 3 to extend the current Multi-Year Plan. The plan discussed in this report takes into consideration the benchmarks that must be met in order to submit a new multi-year state plan to the Office of Vocational and Adult Education by April 2000. All eligible recipients are aware of the Perkins III requirements. They are prepared to address the compliance issues in their local plans and focus more immediately on meeting the Perkins III programmatic accountability provisions. The State of Hawaii could not meet Transition Options 1 and 2 because a needs assessment, interagency collaboration, intra-agency consultation, committee meetings, public hearings, synthesis of public hearing outcomes, and State Board approval could not be accomplished in a timely manner. This report addresses the following topics: (1) planning, coordination, and collaboration prior to plan submission; (2) program administration; (3) accountability and evaluation; (4) special populations and other groups; (5) tech prep; and (6) financial requirements. Appendices include a timeline and a budget summary. (VWC)

ED 437 132 PS 024 528

UNICEF Annual Report, 1996.
PUB DATE- 96
NOTE- 103p.; Photographs may not copy adequately. For 1995 Annual Report, see PS 025 015.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Child Health; *Child Welfare;

leavers and samples of local providers of VET and social services and local businesses and employers. Two groups of early leavers were identified: "positive leavers," who are generally able to make the transition on their own, and "negative leavers," who require extensive assistance from school, parents, service providers, and/or VET. The overriding conclusion from the literature review and interviews was that integration of services to assist early school leavers in making the transition to work and adult life must be improved. (The report contains 52 references and 23 tables/figures. Appendixes, constituting approximately 40% of the document, contain the following: social policy perspective; leaver vignettes; school leaver interview schedule; employer interview schedule; provider interview; and Scandinavian countries' policies regarding safety nets for early leavers.) (MN)

ED 436 635 CE 079 479

Kempnich, Barbara; Butler, Elaine; Billett, Stephen
Irreconcilable Differences? Women in Small Business and VET.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Curriculum; *Education Work Relationship; Educational Environment; *Educational Needs; Educational Policy; Educational Research; Educational Trends; *Employed Women; Employment Patterns; Equal Education; Foreign Countries; Literature Reviews; Needs Assessment; On the Job Training; Policy Formation; Postsecondary Education; Public Policy; School Business Relationship; Sex Fairness; *Small Businesses; Synthesis; Training Methods; Trend Analysis; *Vocational Education; *Womens Education
IDENTIFIERS- *Australia; Global Economy

Recent research on Australia's vocational education and training (VET) system and women in small business was synthesized to identify ways of making VET more responsive to the needs of women in small business. Special attention was paid to the following topics: key issues affecting public policy (globalization, economic development, industry restructuring, the changing nature of work, the growth of small business); small business and VET in the Australian context; and gender and equity issues for women in small businesses and VET. Among the review's main conclusions were the following: (1) conflict exists between current Australian policies on VET and policies on employment; (2) for women, learning "on the job" is still resulting in nonrecognized and nonaccredited learning despite the current climate of high affirmation of credentials; and (3) as Australia's VET system moves to a fully marketed model, issues related to gender and equity are becoming more pronounced, and the lack of congruence between the needs and everyday realities of women in small business is widening. (The report contains 117 references. Appended are findings from a 1997 study on enhancing VET for women training for transitions and notes on the 1997 Women in Small Business management seminars and workshops.) (MN)

ED 436 636 CE 079 481

Volkoff, Veronica; Golding, Barry; Jenkin, Julie
The Vocational Essence of ACE. The Delivery of VET Programs by Adult Community Education Providers.

Objectives; Success
IDENTIFIERS- *Self Direction

The determinants of self-directed learning (SDL) among professionals of high attainment were examined through open-ended, semidirected interviews with a purposeful sample of eight professional men and women who have acquired identifiable, high-level professional knowledge/skills typically taught in postsecondary learning institutions without ever having enrolled in postsecondary programs in their field. The informants were recognized professionals in the following fields: computer analysis, structural engineering, media technology, accounting, training, journalism, computer research systems, and management/new media. An analysis of the informants' comments revealed three main elements of the SDL process: (1) emergent goal structure (a fairly clear set of professional objectives from the outset); (2) unusual learning strategies (including hiring consultants on a one-time-only basis, delegating research tasks to employees, validating new knowledge by discussing business with competitors, and modifying learning objectives to match available resources); and (3) "autodidactic leap" (learners took actions that literally forced them to learn on their own, often under considerable pressure). The interviews also established that successful SDL is determined by a combination of personality traits (including creativity, optimism, high capacity for learning, and curiosity) and environmental factors (including particularly stimulating episodes on the job and a boss's or colleague's suggestion that the informant assume new functions or responsibilities). (Contains 14 references) (MN)

ED 436 655   CE 079 511

Aviation Instructor's Handbook.
PUB DATE- 99
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aviation Education; *Aviation Mechanics; Aviation Technology; *Classroom Techniques; Cognitive Style; Communication (Thought Transfer); Educational Practices; Educational Theories; Postsecondary Education; Professional Development; Student Evaluation; *Teacher Education; *Teaching Methods; Vocational Education

This handbook is designed for ground instructors, flight instructors, and aviation maintenance instructors, providing beginning instructors the foundation to understand and apply fundamentals of instruction. The handbook also provides aviation instructors with up-to-date information on learning and teaching, and how to relate this information to the task of conveying aeronautical knowledge and skills to students. The handbook contains 11 chapters. Chapters 1-5 concentrate on learning theory and the teaching process, emphasizing the characteristics of human behavior and the importance of communication. Chapters 6-8 provide tools for critiquing and evaluating student performance, meeting instructional responsibilities, and developing a professional image. Chapter 9 contains information that can be applied when teaching in the aircraft and also provides comprehensive treatment for teaching aeronautical decision making and judgment. Chapters 10 and 11 provide information for planning instructional activities and continuing professional development. Contains 56 references. (KC) tables/figures/exhibits are included. All papers contain substantial bibliographies. (MN)

ED 436 674 CE 079 546

Carlberg, Ann; Johansson, Marlene; Lundqvist, Bert Owe
Craft and Design Slojd. The Work Processes in Craft and Design--Working Methods and Knowledge. Report No. 58.
PUB DATE- 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Design; *Design Crafts; Educational Benefits; *Educational Practices; Foreign Countries; Grade 9; *Handicrafts; High Schools; *Integrated Curriculum; National Surveys; Questionnaires; Student Attitudes; Teacher Attitudes; Teacher Student Relationship; Teaching Methods; *Vocational Education
IDENTIFIERS- *Sloyd Education; *Sweden

Sloyd (craft and design) education in Swedish comprehensive high schools was examined in a national evaluation. During the first phase of the evaluation, questionnaires were completed by 1,314 grade 9 students and 101 teachers. For a 10-week period, 200 of those students and their teachers kept diaries describing their work in craft and design. In addition, 182 of the 200 students completed a second questionnaire that asked them to summarize their sloyd activities, share their views on craft and design, and discuss what their craft and design work taught them. As in the national survey, the students who kept diaries and responded to the second questionnaire acknowledged feeling engagement and joy in craft and design activities where they were given the opportunity to use their creativity. They perceived the knowledge gained during craft and design activities as useful to their personal development and their readiness to act in the future. The craft and design experience proved most effective when students had a real influence on the entire activity, from the idea and planning stages to valuation of their work. Students emphasized the importance of teachers being open to students' thoughts. (Sixteen tables/figures are included. The second student questionnaire is appended.) (MN)

ED 436 675 CE 079 547

Training Young Entrepreneurs To Get Down to Business.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Education; Community Colleges; *Entrepreneurship; *Experiential Learning; National Organizations; Outcomes of Education; Philanthropic Foundations; Postsecondary Education; Rural Education; Secondary Education; *Skill Development; *Small Businesses; Urban Education

The demand for workers with entrepreneurial skills is increasingly driving innovation in the education system, both at the K-12 and postsecondary levels. A growing number of education groups are augmenting the training programs currently offered in high schools by teaching entrepreneurial skills. The and the health care system. The first part reviews the empirical Axis I disorders with patients who also have a comorbid DSM-IV diagnosed personality disorder. While the understanding and treatment of AI disorders have improved, severe limitations exist when patients use the health care system to pay for any other psychological treatment. The second section uses findings from the first section to discuss the status of clinical psychology's relationship with the health care system. Three perspectives on this relationship are offered. An important focus of this section is the observation that clinical psychologists are not powerless against managed care. Because many psychologists cannot see their own value they allow themselves to be controlled by the health care system. This can lead to an inability to treat patients in a health conscious, ethical, and legal manner. This managed care psychotherapy mindset is also prevalent in graduate programs today. This mindset could be changed if practitioners and students will take a stand for themselves and the integrity of the profession, and not accept the substandard limitations placed on them by the health care system. (Contains 46 references.) (JDM)

ED 436 693   CG 029 688

Brunold, Patti Lynne
Factors That Contribute to the Development of a Lesbian Sexual Orientation: A Literature Review.
PUB DATE- 99
NOTE- 54p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Environmental Influences; Family Influence; Females; *Genetics; Homophobia; *Lesbianism; Literature Reviews; Mothers; Parent Role; Personality Development
IDENTIFIERS- *Sexual Orientation

Today, homosexuality has become a topic of discussion throughout the psychological community and society at large. However, there is great controversy about the etiology of homosexuality and more specifically, lesbianism. This paper describes a review of the literature to examine the hypothesis that a multitude of factors may influence the development of a lesbian sexual orientation. It examines whether lesbianism is the result of environmental influences or is secondary to biological factors. Studies to evaluate biological factors, which include maternal stress, genetic and hormonal factors, have not concurred about factors that can lead to an increase in the number of offspring with lesbian tendencies. Environmental predisposition towards lesbianism such as familial, sexual abuse, psychosocial, and developmental factors indicate that a combination of these factors may lead a woman towards development of a lesbian sexual orientation. The research concludes that multiple pathways may lead to a lesbian or heterosexual orientation, thereby allowing for the interplay of both biological and psychosocial factors. The paper concludes that it is imperative that the psychological community continues to research lesbian sexual orientation to make information available and accurate to help eliminate the myths, misconceptions, and prejudices regarding the origin of a lesbian sexual orientation. (Contains 50 references.) (JDM)

ED 436 694   CG 029 690

Chesser, Jo Sykes; McNeal, Larry

Mediation and Conflict Resolution in a Multicultural Context: New Skills for Student Development Professionals.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the American Counseling Association (Washington, DC, March 20-25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; *Counselor Educators; *Cultural Pluralism; Elementary Secondary Education; Problem Solving; School Counseling; *Skill Development; *Student Development
IDENTIFIERS- *Mediation Techniques

With the increase in violence over the past few decades, academic and human development practitioners have tried to better understand the dynamics of conflict and develop effective intervention and prevention strategies. There is an ever-deepening appreciation for the mediation process. The mediation process is a powerful problem-solving and educational tool since it utilizes the parties themselves to develop an agreement to resolve the conflict. Student development professionals are ideally suited to learn the skills of effective mediation. They already understand empathic listening, reframing, and human dynamics. They need only learn the theory and practice of the mediation process itself. Mediation is also promoted as an ideal method for dealing with issues of culture clash and cultural misunderstanding. The mediation process can help to break down stereotypes and to develop an appreciation for the uniqueness and richness of the other person. Student development professionals should acquire the training necessary to be certified, become mediators on campus, and train faculty and students in the skills of alternative dispute resolution. As an additional step, mediation programs could be developed that would not merely respond to conflict as it arises, but proactively work to transform issues of conflict into opportunities for developing cultural sensitivity and life-enhancing skills. (Contains 12 references.) (GCP)

ED 436 714 CS 013 714

Langdon, Tom
An Oral Language Based Reading Remedial Program for Special Education Children.
PUB DATE- 99
NOTE- 117p.; Ed.D. Practicum, Nova Southeastern University. Contains some faint type.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Action Research; Curriculum Based Assessment; *Instructional Effectiveness; Junior High Schools; Low Achievement; Oral Language; *Reading Achievement; *Remedial Reading; *Special Education

A problem was addressed within the context of the action based research practicum model. The problem was junior high school special education students who read at or below the 10th percentile when compared to age appropriate peers on standardized achievement instruments; and who have had all manner of reading interventions and yet continue to fall further behind their peers. Conceptually, it was posited that the manner in which a child's oral language develops is

NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Early Intervention; Instructional Effectiveness; Primary Education; *Reading Difficulties; *Reading Instruction; *Student Needs; *Teacher Role; *Teaching Experience
IDENTIFIERS- *Reading Recovery Projects

Written in response to an article critical of Reading Recovery (published in the December/January 1996/1997 issue of "The Reading Teacher"), this paper describes what the 5 authors have learned and are learning about Reading Recovery. An introductory section discusses Reading Recovery, noting that it is an individual tutoring program for young children who are having difficulty learning to read and write after their first year of school. Sections of the paper describe how: (1) the authors learned to teach and to think differently about teaching and learning; (2) demonstration teaching behind a one-way glass offered a powerful setting for their learning; (3) they discovered their strengths as they constructed their own understandings of the children they taught; (4) they became committed to giving the child control of the learning process; (5) they learned to be efficient as well as effective--to keep a lively pace and make the most of that 30 minutes of time; (6) they learned the reciprocal value of writing and reading; (7) like other scientists, they developed skills in keeping and analyzing records of students' behaviors; (8) their colleagues contributed to their learning in deep and significant ways; (9) Reading Recovery teacher leaders offered special help, support, and challenge as the teachers examined their teaching; (10) they are experienced Reading Recovery teachers, but they continue to learn more every year; and (11) Reading Recovery is hard work, but they have been rewarded by seeing their students' rapid progress. (RS)

ED 436 734 CS 013 786

Buettner, Edwin
Lessons from Reading Recovery Lessons.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *Early Intervention; Instructional Effectiveness; Language Usage; Primary Education; Professional Development; *Reading Difficulties; *Reading Instruction; Reading Writing Relationship; *Student Needs; *Teacher Role
IDENTIFIERS- *Reading Recovery Projects

Arising out of one reading clinician's journey through the training year in Reading Recovery, this paper articulates the content of the lessons learned and explores their implications for clinical reading practice. The lessons learned that are discussed in the paper are: (1) make no excuses for the learner or for yourself; (2) expect learning and teach "doggedly"; (3) watch your language (using the prompts and cues that are consistent with the overall philosophy and goals of Reading

Outlining a kindergarten instruction program, this book addresses the length of the kindergarten day and the best practices in early literacy. After the introduction, "Literacy Instruction in Half- and Whole-Day Kindergarten: Research to Practice," chapters are: "Issues Concerning Half-Day and Whole-Day Kindergarten Programs"; "The Purpose of the Study, Methods, and Procedures"; "Results of the Quantitative and Qualitative Analysis" (written with John Young); "Discussion of Results: Implications of the Data Analysis for Classroom Practice"; "Emergent Literacy Perspectives: Research to Practice"; "A Framework for the Literacy Curriculum"; "A Framework for Integrating Literacy into Content-Area Teaching"; "Creating a Framework for Literacy-Rich Environments"; and "Planning the Day: Organizing for Whole-Day and Half-Day Instruction." Appendixes contain suggestions for a unit on nutrition, study assessment measures, and sample anecdotes. Contains 137 references. (EF)

ED 436 757 CS 013 811

Barone, Diane
Resilient Children: Stories of Poverty, Drug Exposure, and Literacy Development. Literacy Studies Series.
PUB DATE- 99
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Ability; *At Risk Persons; *Crack; Early Intervention; Elementary Education; *Literacy; Poverty; *Prenatal Drug Exposure; *Reading Achievement; Resilience (Personality)
IDENTIFIERS- Literacy Assessment

This book defines and examines assumptions about children who were prenatally exposed to crack/cocaine and who have other risk factors that may negatively affect their literacy development. It suggests the 26 children in the study disproved the labels attached to them; they were inquisitive about learning and in most cases were at grade level or above in literacy development. Realization of the importance of overcoming the risk factors and celebrating children's growth as readers and writers were factors contributing to the children's success. Chapters include: "The Beginning of the Study"; "What We Have Learned About Children Prenatally Exposed to Crack/Cocaine"; "Discovering Resilience: The Structure and Results of the Study." Six additional chapters present case studies of individual students. The last chapter discusses why these children's stories are important. Contains 191 references; a table, "Summaries of Literacy Development Year 1 Through Year 4" is attached. (EF)

ED 436 758 CS 013 812

Key, Daphne
Literacy Shutdown: Stories of Six American Women. Literacy Studies Series.
PUB DATE- 98
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Educational Status Comparison;

Copenhaver, Jeane F.
The Intersections of Response and Ethnicity: Elementary School Students Respond to Multicultural Children's Literature.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the South Central Modern Language Association (Memphis, Tennessee, October 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *Childrens Literature; Classroom Research; *Ethnicity; Naturalistic Observation; Primary Education; *Reader Response; Teacher Role
IDENTIFIERS- Aesthetic Response; African Americans; *Multicultural Literature; *Response to Literature

This paper describes a study in which a group of young African-American children responded to literature in a multiage primary classroom setting. This naturalistic study sought to: identify the modes of response preferred by the African-American children in this class, examine the content of those responses for evidence of links to ethnicity, and explore how responses were shaped by the ethnic identities of participants in the classroom--including the identities of the teacher and other students. First, the paper briefly reviews the literature on reader response theory as it has been applied to children. Second, it describes the modes of response observed among the children who participated in the study. Next, the paper looks at how the teacher validated and invalidated students' observable responses. Finally, it provides examples of these intersections and discusses the implications for classroom teachers committed to fostering high levels of aesthetic response in children. Contains 26 references. (NKA)

ED 436 781 CS 216 964

Guidelines for a Gender-Balanced Curriculum in English, Grades 7-12.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Biographies; Class Activities; Drama; *English Instruction; Folk Culture; Poetry; Science Fiction; Secondary Education; *Sex Role; Short Stories
IDENTIFIERS- Historical Fiction; Information Books; Realistic Fiction

This booklet presents a book list, activities, and teacher resources to provide teachers a starting place for works of adolescent literature that will initiate conversations and questions about gender roles and the perceptions of appropriate behavior and activities. It is designed to bring teachers' attention to more recent titles in order to augment the curriculum and assist teachers in addressing the concerns of today's young adult readers. It lists 39 short stories and collections, 45 works of contemporary realistic fiction, 9 works of fantasy/science fiction, 19 works of historical fiction, 5 works of folklore, 17 works of biography or autobiography, 6 works of personal narrative, 17 informational recognizing and appreciating communication diversity (i.e., culture) allows children to feel good about themselves, and that if the classroom teacher and the speech teacher were to team up, they could coordinate interaction with the students and provide beneficial bilingual and bicultural programs. It stresses that teachers must understand the nature of language and the nature of dialect differences and then they must decide how to approach the problem--they can recognize "non-standard" dialect and eradicate it, leave the student language alone, or accept bidialectalism. The paper states that the classroom should: provide a variety of stimuli; provide a secure, comfortable feeling; be adapted to fit the activity; and give some privacy and individuality. Contains 7 references. (NKA)

ED 436 803 CS 510 184

Hugenberg, Lawrence W.; Hugenberg, Barbara S.
Training for Middle Management: Communication between a Rock and a Hard Place.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Higher Education; *Middle Management; *Organizational Communication; *Professional Training
IDENTIFIERS- Conflict Management; Organizational Culture; *Organizational Training; *Supervisor Subordinate Relationship

Corporate communication trainers, consultants, and professional organizations develop programs to enhance communication skills for managers and supervisors with their employees. This paper proposes an argument for a communication training program that addresses the future organizational skill needs for middle managers. The paper states that this training program does not focus on the communication skills needed to communicate with employees, but it recognizes that middle managers are between a rock (upper management) and a hard place (employees) in the organization. It proposes training middle managers on how to manage conflict, guide effective organizational group decisions, and take a negotiation approach to communication in organizational groups with supervisors and subordinates. The paper develops the theme that there are appropriate and inappropriate skills for communicating and working in organizational groups with members of upper management and employees. According to the paper, this training program integrates modern theories of organizational behavior and organizational culture to help the middle manager survive in that difficult spot between upper management and employees. Contains 15 references. (NKA)

ED 436 804 CS 510 185

Hugenberg, Lawrence W.; Hugenberg, Barbara S.
Beyond Personal Preferences: Toward a Common Basic Communication Course.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24,

NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- #Boards of Education; Educational Change; Educational Policy; Elementary Secondary Education; Participative Decision Making; #Politics of Education; School Administration; #School Based Management; School District Autonomy; #School Restructuring
IDENTIFIERS- #North Carolina

This paper reports on a study that investigated how local school board chairs (N=16) in North Carolina framed school restructuring. It examines major problems awaiting to be addressed in public education and discusses what board members can do to create the conditions under which schools help students become productive citizens. Data collected through interviews and state documents were analyzed inductively. Findings show that decentralization and state-education agency downsizing translated into autonomy and responsibility for local decision making. These two realities were positioned within a perspective that the state bureaucracy had not improved schools to the satisfaction of their customers, mainly parents and business leaders. These chairs sensed that schooling must be done differently. However, as the external buffering of the state-education agency evaporated, local boards by default became the decision makers and policy setters in an increasingly turbulent environment. Subsequently, these chairs were ambivalent about decentralization, which was perceived as providing little cohesive direction. School restructuring emerged as a vague, broadly cast dissatisfaction with the status quo. Only 5 of the 16 chairs expressed a systemic perspective grounded in a critique of traditional U.S. schooling. As downsizing continues, local boards will find themselves playing the unaccustomed role of major policy setters. (Contains 32 references.) (RJM)

ED 436 824 EA 030 151

Keedy, John L.; Peel, Joseph W.
Construction and Verification of School Administrator Theories in Practice.
PUB DATE- 95
NOTE- 56p.; Paper presented at the Annual Convention of the University Council for Educational Administration (Salt Lake City, Utah, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- #Administrative Principles; #Decision Making; Educational Administration; Educational Practices; Elementary Secondary Education; #Instructional Leadership; School Supervision; #Superintendents; #Theory Practice Relationship

This paper unites theory and practice in examining the concept of "theory in practice." It contends that good administrators are theoretical about their work and that they construct categories using common, essential characteristics across similar situations so that few situations are viewed as unique. Two school superintendents were interviewed for the study. They were asked such questions as "What kinds of information do you

movement toward community. Three appendices discuss methodology, the experience of change, and other information. (Contains 37 references.) (RJM)

ED 436 843 EA 030 173

Brooks, Douglas M.
Teacher-Leaders, Trust, and Technology: The Case Study of Talawanda Middle School. Transforming Learning Communities.
PUB DATE- 99
NOTE- 77p.; Prepared in cooperation with Rhonda Bohannon, Shari Farmer, Virginia Paternite, and Dale Rolfes. For other case studies from the Transforming Learning Communities Project, see EA 030 169-181.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Case Studies; *Change Strategies; *Educational Change; *Educational Improvement; Educational Technology; Instructional Leadership; Middle Schools; Models; *School Restructuring
IDENTIFIERS- *Transforming Learning Communities OH

This book is part of a series of case studies that demonstrate better ways to educate Ohio's students. The case study is part of the Transforming Learning Communities (TLC) Project, designed to support significant school-reform efforts among Ohio's elementary, middle, and high schools. The text presents a case study based on a middle school in southwestern Ohio. It opens with an overview of a typical day at the school and describes the local education community. The book discusses how the middle school's vision was created and how the school tapped into the TLC Project reform network. It outlines professional development at the school and the advancement of teacher and administrator leadership. The text details the structures for success that were implemented at the school, such as the school's governance structure, the principal's advisory committee, faculty meetings, the parent-teacher group, scheduling, technology for communication and instruction, and the dialogic decision-making process that made reform possible. The report examines the tensions inherent in the transformation process and some of the side effects of change. It concludes with an overview of research on school reform and the vision, commitment, and resources that are necessary for bringing about change. An appendix describes the study's methodology. (RJM)

ED 436 844 EA 030 174

Sekayi, Dia; Peterman, Francine; Stakich, Karen; Caputo, Donna
A Patchwork Quilt of Change: The Case Study of Brentmoor Elementary School. Transforming Learning Communities.
PUB DATE- 99
NOTE- 70p.; Prepared in cooperation with Cynthia Sawchik. For other case studies from the Transforming Learning Communities Project, see EA 030 169-181.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Case Studies; Change Strategies; *Educational Change; Educational Environment; Educational Improvement; Educational Philosophy; Elementary Education; Models; *School Restructuring

PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Behavior Rating Scales; Check Lists; Discipline; *Interpersonal Competence; *Intervention; *Learning Disabilities; Middle School Students; Middle Schools; Program Design; Surveys

This practicum paper reports on an effort to address the problem of acting-out, withdrawn, and immature behavior of 15 middle-school special education students during social skills instruction. Classroom behavior-rating checklists, discipline reports, and a student survey provided evidence that these behaviors occurred more during social skills instruction than during academic classes. The goal of the practicum was to increase scores on the classroom behavior-rating checklist, reduce discipline reports, and improve the attitude of the students regarding social skills instruction. The "Skillstreaming the Adolescent" program, based on the social learning theory model, was initiated in conjunction with various behavior management techniques including increased opportunities for tangible reinforcement, interdependent group contingencies, and sending negative letters home when inappropriate behaviors occurred. Behavioral observations were made over the 12-week implementation period. Analysis revealed that, during social skill instruction, classroom behavior improved and discipline reports, because of misbehavior, decreased. Students indicated through responses to survey questions that they enjoyed the social skills instructional group sessions. Appendices include the classroom behavior rating checklist and the pre- and post-intervention survey of social skills. (Contains 36 references.) (Author/DB)

ED 436 864 EC 307 537

Handbook for Rehabilitation Advocacy.
PUB DATE- 98
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activism; *Advocacy; *Change Agents; Change Strategies; *Disabilities; Legislation; *Lobbying; Mass Media; Political Power; Public Policy; Public Relations; *Rehabilitation

This handbook is intended to help advocates for persons with disabilities organize for advocacy, build effective coalitions, frame key issues, package critical information, and use the media to advance the cause. Individual sections address the following topics: how to change public policy; myths about advocacy; what makes politicians tick; personal ingredients for effective advocacy; rules for effective advocacy; networks; building coalitions; the creation, care, and feeding of coalitions; framing the issues; understanding the legislative process; how a bill becomes a law; steps for success; legislative hearings; letter writing; tips on writing to legislators; electronic mail and facsimile messages; telephone calls; continuing communications; the legislative workshop; state advocacy; accessing and using the media; media strategies; media relations/public relations; and media presentations. A glossary and bibliography are attached. (Contains 25 references.) (DB)

ED 436 865 EC 307 538

Sheila Abraham); "Gifted Underachievers in Secondary Schools" (Stacy Sullivan and Beth Fouse); "Community Service: Learning To Serve" (Diana Brigham and Terry Dotherow); "Computers Changing Education in Texas" (Sherri Brunder); "Knowing Timmy: A Great Experience" (Kay L. Dowling). Each issue also contains organizational news items, calls for proposals or papers, and announcements. (DB)

ED 436 883 EC 307 556

Cannon, Michael, Ed.
Tempo, 1998.
PUB DATE- 98
NOTE- 151p.; For volume 17, see EC 307 555.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); *Core Curriculum; Elementary Secondary Education; *Faculty Development; *Gifted; Grouping (Instructional Purposes); Inservice Teacher Education; State Programs; *Talent
IDENTIFIERS- *Texas

The four issues of this 1998 publication on gifted and talented students address the themes of: (1) acceleration and grouping, (2) professional development, (3) core content areas, and (4) giftedness: a Texas tradition. Major articles are: "Cooperative Learning, Curriculum Access, and the Challenge of Acceleration" (Ann Robinson); "Acceleration and Grouping: Pieces in the Array of Services Puzzle" (Betsy Carpenter); "Is There a Social and Emotional Price when Gifted Children Are Accelerated?" (Karen Rogers); "Could Gifted English-Language Learners Save Gifted and Talented Programs in an Age of Reform and Inclusion?" (Ernesto M. Bernal); "Progress and Problems: Creating a New Gifted Science Curriculum" (Tim Holt); "A Lost World Explored: A Dinosaur with a '90s Roar: Pull-Out Block-Scheduled Program" (Carolyn Kitchens); "Fast Forward and Rewind: Strategies for Gifted Students with Learning Disabilities" (Janet Ray); "Exceptional Opportunities for Exceptional High School Students at the Advanced Academy of Georgia" (Diane Boothe and Beheruz N. Sethna); "Meeting the Needs of the Gifted Student" (Christine Harmon); "Gifted Education: Arguments and Answers Written by a Parent...for Parents" (Colleen Elam); "Accepting an Ability Grouped Environment" (Katherine Georges); "Positive Ripple Effects of Professional Development for Gifted Programs" (Peggy Dettmer); "Sparks from the Heart: Conducting Successful Gifted and Talented Inservice Workshops" (Keith Polette); "Teaching Teachers To Meet the Needs of the Gifted" (Karen Kraft and Janis Laughlin); "The In-House Staff Development Model: A Plan for Effective Change" (Joyce E. Juntune); "What Higher Standards Really Mean" (Evelyn Hiatt); "Adding Depth and Complexity to the Mathematics Curricula for Mathematically Promising Students" (Linda Sheffield); "A Long and Winding Road" (James Collett); "Performance Tasks: Encouraging Excellence in Mixed Ability Classrooms" (Bertie Kingore); "Young Adult Literature: A Viable Foundation of Language Arts for the Gifted" (Bob Seney); "Characteristics of and Educational Services for Children and Youth Who Are Gifted in Mathematics" (Gail Ryser and James Schaller); "Approaching Citizenship through a Community-Based Model" (Eric Croce); "Walking on the Wild Side" (Mary Nied Phillips and C. Janet Wallace); "TAGT: A Texas Tradition for Twenty-one Years" (Wayne Craigen); "Myer-Briggs Type Indicator Scores of Dallas-Area Teachers of the Gifted and Talented" (William R. Ogden); "What Do We Mean by Depth, Complexity, and Pacing?" (Evelyn Hiatt);

bureaus, and information sessions for the consortium. The last section of the handbook identifies challenges for consortiums and possible solutions for problems. (CR)

ED 436 902 EC 307 575

Dennis, Ruth E., Ed.; Edelman, Susan W., Ed.; Giangreco, Michael F., Ed.; Rubin, Ron, Ed.; Thoms, Peter W., Ed.
Related Services for Vermont's Students with Disabilities.
PUB DATE- 99
NOTE- 101p.; Cooperative Developers were The Related Services Workgroup, The Vermont Department of Education Family and Educational Support Team and the Center on Disability and Community Inclusion, The University Affiliated Program of Vermont, and University of Vermont.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assistive Devices (for Disabled); Delivery Systems; *Disabilities; Elementary Secondary Education; *Eligibility; Federal Legislation; *Financial Support; Occupational Therapists; Physical Therapists; *Pupil Personnel Services; Rehabilitation Counseling; School Psychologists; Social Workers; Special Education; Speech Language Pathology; *Staff Role; State Regulation; Teamwork
IDENTIFIERS- Individuals with Disabilities Education Act; *Related Services; *Vermont

This manual offers information regarding provision of related services to Vermont students with disabilities that is consistent with the Individuals with Disabilities Education Act and with Vermont law and regulations. It also describes promising or exemplary practices in education, special education, and related services. Section 1, "Legislative Context for and Approaches to Providing Related Services," discusses state and federal definitions of related services, related services and Vermont's special education process, modes of service delivery, and collaborative teamwork. Section 2, "Vermont's Guidelines for Related Services," addresses access to knowledge and information, roles of related service providers in determining eligibility for special education, determination of related services, and evaluation of related services. Section 3, "Funding for Related Services," discusses local education agency responsibility and potential sources of funding for related services. Section 4, "Frequently Asked Questions about Related Services," addresses key concerns surrounding related services. Section 5, "Information about Related Service Disciplines," provides a basic description of twelve related services in order to acquaint providers with various disciplines that may be required to support a students' special education program. The manual includes a voluntary registry of related service providers. (Contains 126 references.) (CR)

ED 436 903 EC 307 576

Developmental Therapy--Developmental Teaching: An Outreach Project for Children with Severe Disabilities (October 1, 1996-September 30, 1999). Final Performance Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 115p.
LANGUAGE- English

parents and others who play a role in the lives of children with deaf-blindness; (5) assisted programs and agencies in promoting the integration of children with deaf-blindness; and (6) developed and implemented procedures to evaluate the effectiveness of services provided to children with deaf-blindness. The report discusses the project's context, activities, program evaluation, and implications for practice. Appendices include a sample registry, population map, child count data, technical assistance samples, and sample presentations/publications. (CR)

ED 436 922   EF 005 265

Public School Construction Program. Administrative Procedures Guide. Revised.
PUB DATE- 99
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Facility Guidelines; Fund Raising; Master Plans; Program Administration; *Public Schools; Relocatable Facilities; Reports; *School Construction; School Maintenance; *State Regulation
IDENTIFIERS- *Maryland

The State of Maryland has published this guide that provides State and local personnel, architects, and governmental officials with the method of operation and administration of the State's Public School Construction Program. The material is arranged in sequential order and follows a project from inception through design, construction, and occupancy. An introductory section provides a brief outline of the general procedures and responsibilities for a school capital improvement project. Section 1 examines the programming phase where an educational facilities master plan is developed, and a capital improvement program is established, architects are selected, and sites are approved. Section 2 describes the planning steps, individuals involved, the educational specifications document, and the schematic review process. Section 3 describes design and construction reviews, bidding, and change orders. Section 4 explains the procedure for systemic renovations to prolong facility life. Section 5 describes the process and procedure for reporting or requesting approval facility use changes. Section 6 covers use, maintenance, and movement of State-owned relocatable classroom buildings. Final sections detail the appeals process; maintenance plan development, including funding, reporting, and compliance. Appendices include the rules, regulations, and procedures of the School Construction Program; various educational specifications; applicable procurement laws; and a table of forms. (GR)

ED 436 923   EF 005 267

Bousquet, Antonine
Providing a Secure Environment for Learning = Assurer la Securite du Milieu Educatif.
PUB DATE- 98
NOTE- 84p.; This report summarizes presentations made at the international seminar, "Providing a Secure Environment for Learning" (Bologna and Florence, Italy, May 27-31, 1997). Four pages contain pictures of schools.
LANGUAGE- French; English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

State School District Relationship
IDENTIFIERS- *Ohio

This manual presents guidance to facility designers, school administrators, staff, and students for the development of school facilities being constructed under Ohio's Classroom Facilities Assistance Program. It provides critical analysis of individual spaces and material/system components necessary for the construction of elementary and secondary schools and combination facilities. Following site selection and design criteria, the manual details the construction, design criteria, and standards for each school level's spaces, from administrative spaces, through various classrooms and specialized educational spaces, to food services and custodial areas. Construction specifications for all potential building materials are provided as are insulation specifications for thermal and moisture protection, specifications for doors and windows, finishes used, and equipment and furnishings. The manual also includes a CD-ROM version. (GR)

ED 436 947 EF 005 646

The Healthy School Environmental Action Guide.
PUB DATE- 99
NOTE- 41p.; For related documents from Advocates for Children of New York, Inc., see EF 005 647-648. Supported by the New York Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Air Pollution; *Classroom Environment; Elementary Secondary Education; *Facility Guidelines; Public Schools
IDENTIFIERS- Environmental Law; Health Hazards; *Indoor Air Quality; New York

This guide informs parents, advocates, and school personnel about existing laws and resources available to ensure that every school in New York is an environmentally safe and healthy school. The guide reveals how to recognize air quality and other environmental problems and who to contact when adverse conditions are discovered. It examines problems associated with asbestos and lead, the importance of proper ventilation, fire hazard identification, hazardous structural problems, playground safety, and bathroom sanitation. Also included are ways of making a school free of pesticides. Each environmental hazard highlights the applicable laws involved and lists who to contact when these specific problems are uncovered. Appendices provide samples of complaint letters, the affirmative steps that can be taken to make a school safer and healthier, and Congressional contact information. (GR)

ED 436 948 EF 005 647

Neglected Buildings, Damaged Health: A "Snapshot" of New York City Public School Environmental Conditions.
PUB DATE- 99
NOTE- 90p.; For related documents from Advocates for Children of New York, Inc., see EF 005 646-648.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Environment; Elementary Secondary

NOTE- 282p.; This report is supported by the Joint Committee of the Nordic Research Councils for the Humanities.
LANGUAGE- English; Finnish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; *Cultural Maintenance; Demography; Diachronic Linguistics; Ethnicity; *Finnish; Foreign Countries; Group Status; *Language Attitudes; *Language Maintenance; *Language Minorities; Swedish; Uncommonly Taught Languages
IDENTIFIERS- Language Shift; *Sweden

The aim of this paper is to study the Finnish spoken in the Swedish Torne Valley, its use and development during the 1960s and the 1990s, and how it differs now from the Finnish spoken in the same area in the early 1960s. The study also examines which people speak Finnish in this valley today and in what contexts, as well as how the Finnish language has changed and how linguistic attitudes have shifted since the 1960s. The social and demographic characteristics of Tornedalen Finnish speakers (gender, age groups, occupational differences, etc.) are also studied. Public attitudes in Sweden are changing toward Finnish speaking, and Finnish is now accepted to some extent as a positive sign of cultural identity. As a consequence, interest in reviving Tornedalen Finnish is increasing among Torne Valley residents, many of whom now speak only Swedish. Public opinion is evenly divided between those who favor preserving and reviving this local language, and those who do not. (Contains approximately 350 references.) (KFT)

ED 436 969 FL 026 093

McCallum, Myra E.
Strategies and Activities To Stimulate Adequate ESOL Instruction in Content Area Courses and Increase Honest Effort and Motivation among ESOL Students.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- Community Involvement; Cultural Awareness; *English (Second Language); High School Students; High Schools; *Learning Motivation; Parent Participation; Second Language Instruction; Second Language Learning; *Student Motivation; *Student Needs; Teacher Role; *Teaching Methods
IDENTIFIERS- *Content Area Teaching

This document presents an action plan to solve the problem of inadequate English-as-a-Second/Other-Language (ESOL) instruction in high school content area courses and to increase effort and motivation among ESOL students. ESOL students often do not have sufficient command of English to do very well in content-oriented courses (such as history, science, mathematics). The plan of action offered is a bottom-up approach with three primary objectives designed to persuade interested content area teachers to try some new strategies and techniques to better serve ESOL students in their classes. Objective 1 is to create awareness of the problem among content area teachers, parents, relevant staff, and the community. Objective 2 is to provide guidelines consisting of strategies and procedures that will ensure ESOL students have equal access to challenging academic content--emphasizing training of content area teachers to meet the special needs of ESOL students in a mainstream classroom. Objective 3 is to involve

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; Diversity (Faculty); Diversity (Student); Higher Education; *Minority Groups; *Public Colleges
IDENTIFIERS- Morgan State College MD; Saint Marys College of Maryland; University of Maryland System

The 1999 Minority Achievement Reports were submitted by Maryland's public colleges and universities. Part 1 of this report analyzes the progress that public institutions have made in the following areas: undergraduate and graduate enrollment; graduation and transfer rates; and employment of minority faculty and senior administrators. Part 1 also cites those institutions that are falling short of the goals that they set for themselves in their 1998 Accountability Achievement Reports. Part 2 of this report is a summary of institutional activities associated with improving minority achievement. Each summary includes information on enrollment, student retention, graduation, and faculty and staff development for African Americans and other minorities. (Appendices contain 8 data tables and reporting guidelines.)(JM)

ED 436 989 HE 032 607

Randall, Monica E.
Survey of College Plans of Maryland High Ability Students.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Bound Students; *High Achievement; High School Graduates; High School Seniors; High Schools; Higher Education; Merit Scholarships; Questionnaires; Tables (Data)
IDENTIFIERS- *National Achievement Scholarship Program; *National Merit Scholars

The Maryland Higher Education Commission conducts annual surveys of talented Maryland high school seniors to learn about their college plans. This report focuses on the results of the survey of high ability students who graduated from a Maryland high school in the spring of 1998. Survey participants were asked to identify the postsecondary institution they planned to attend; the reasons that were most important in arriving at their decisions; their intended academic major; and their financial aid package. Although a majority of National Merit and National Achievement semifinalists in Maryland selected a college or university outside the state, over one-third of these students chose a Maryland campus. A greater percentage of the students who were offered a Maryland Distinguished Scholar Award stayed in the state than National Merit Scholars or National Achievement Semifinalists. A majority of the students who were offered Maryland Distinguished Scholar Awards, however, still chose an out-of-state institution. (Contains 6 tables and the survey.) (JM)

ED 436 990 HE 032 608

Halpin, Ty, Ed.
NCAA R Drug-Testing Program, 1999-2000.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

DESCRIPTORS- College Environment; College Faculty; *Diversity (Faculty); *Diversity (Student); Evaluation Criteria; Faculty College Relationship; Faculty Promotion; Higher Education; *Institutional Environment; Institutional Evaluation; Minority Groups; Surveys

IDENTIFIERS- *ASHE Annual Meeting; Faculty Attitudes; Virginia Polytechnic Inst and State Univ

This study reports on a multi-faceted assessment effort for diversity underway at Virginia Polytechnic Institute and State University. The four major elements of this project include: (1) archival research of the institution's history of segregation and desegregation; (2) a report on the status of women and minority faculty, staff, and students; (3) climate surveys of faculty, staff, and students; and (4) interviews with various constituents and benchmarking visits to other institutions. This paper focuses on the survey of faculty's assessment of the campus climate for diversity. The survey questionnaire, which was mailed to all 2,648 faculty members both on and off campus, included questions on professional treatment and social acceptance in the department, institutional climate, attitudes about affirmative action, level of commitment evidenced by institutional leaders, and personal experiences with discrimination and harassment. The response rate was 50 percent. The survey strongly suggests that experiences and perceptions of non-majority faculty differ in significant ways from those of majority faculty and that majority faculty are generally unaware of the extent of these differences. Both women and faculty of color expressed concern about the institutional commitment to creating a diverse faculty. The survey questionnaire is appended. (Contains 15 references.) (RH)

ED 437 011 HE 032 713

Burrows, Joanne M.

Negotiating Organizational Identity: Faculty Members' Academic and Religious Interpretations of a Church-Related College. ASHE Annual Meeting Paper.

PUB DATE- 99

NOTE- 44p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Education; Catholic Educators; *Church Related Colleges; College Environment; College Faculty; Education Work Relationship; *Faculty College Relationship; Higher Education; *Institutional Mission; *Organizational Climate; Private Education; Religious Education

IDENTIFIERS- *ASHE Annual Meeting; *Ohio Dominican College

This interpretative case study examines how the faculty at Ohio Dominican College, a Baccalaureate II, coeducational college, perceives the college's academic and religious identities, and how these identities are expressed in the life of the campus. Additionally, on a more conceptual level, the study offers an opportunity to examine the emerging concept of organizational identity and its relevance for higher educational institutions. Data for the study were collected between January and September 1997 in interviews with fourteen full-time faculty, as well as with extensive site observations and document analysis. The study found qualitative differences in the way participants' viewed the college's academic and religious identities--as an more positive attitudes toward lessons about appropriate use of reference materials and reference materials themselves. Results indicated that the first two objectives were met; although there was some improvement in attitude, it was not enough to meet the third objective. Teacher objectives were to: increase knowledge of methods available to teach students appropriate use of reference materials by 20%; and increase students' use of reference materials by 20%. All objectives for the teacher target group were met. (Contains 32 references.) (MES)

ED 437 032 IR 019 858

Matthews, Mark; Karr-Kidwell, P. J.
The New Technology and Educational Reform: Guidelines for School Administrators.
PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Role; Administrators; *Computer Uses in Education; *Educational Change; *Educational Planning; *Educational Technology; Educational Theories; Elementary Secondary Education; Guidelines; Information Technology; Instructional Improvement; Literature Reviews; *Public Schools; School Administration
IDENTIFIERS- Barriers to Implementation; *Technology Implementation; *Technology Plans; Web Sites

This paper presents the results of a literature review on educational methodology reforms. The first section discusses five factors in broad-based school reforms: change theory; organizational theory; state/national politics; local politics/governance; and leadership theory. Five types of reforms for school-wide success are described in the second section, including Success for All, Roots and Wings, Core Knowledge, Accelerated Schools, and Modern Red Schoolhouse. The next section addresses educational facilities and issues for community consideration, including school size and teacher-pupil ratios. Barriers affecting implementations of technology are covered in the fourth section, including lack of training, insufficient funding, reluctance of teachers, and unavailability of software. Advantages of computer-based instruction are summarized in the fifth section. The sixth section covers instructional methodology with technology. It is concluded that many of the ideas for improving teaching and learning are based on the ways that humans have learned throughout history; what is different today is the availability of technologies that make it easier for these ideas to be put into practice on a wide scale. An administrators' guidebook for developing a technology plan is appended, including guidelines for nine planning steps (preplan, organize/set goals, develop a plan, prioritize/establish a timeline, make software/hardware decisions, develop a budget, implement, evaluate, revise), tips for administrators, and an annotated list of World Wide Web sites. (Contains 69 references.) (MES)

ED 437 033 IR 019 861

Van Duzer, Eric
Developing a Comprehensive View of General Technological Literacy.
PUB DATE- 98

included is the paper that won the Takeshi Murofushi Research Award, "Implementing Flexible Scheduling in Elementary Libraries" (Joy H. McGregor). Titles and authors of the papers are as follows: (1) "Connecting Marketing and Implementation Research and Library Program Development: A Case Study of the Implementation of National U.S. Guidelines and Standards" (Ken Haycock and Pat Cavill); (2) "The United States National Library Power Program: Research, Evaluation and Implications for Professional Development and Library Education" (Dianne McAfee Hopkins and Douglas L. Zweizig); (3) "Authentic Learning and the Research Processes of Gifted Students" (Kay Bishop); (4) "Treasure Hunt or Torture: Student's Perspectives on Research Projects" (Denise Streitenberger and Joy McGregor); (5) "Meeting Diverse Information Needs: Students with Disabilities" (Jan Murray); (6) "The Impact of Whole Language on Four Elementary School Libraries: Results from a Comparative Case Study" (Sandra Hughes); (7) "Images of Poverty in Contemporary Realistic Fiction for Youth: Preliminary Results of a Content Analysis Using a Social Psychological Conceptual Framework" (Shirley A. Fitzgibbons and Carol L. Tilley); (8) "Young People's Reading and Information Use at the End of the Century" (Sandra Olen, et al.); (9) "Unleashing the Theory: Connecting Learning Theory to Building Information Seeking Skills" (Elizabeth B. Danley, et al.); (10) "Revealing Thinking: Teachers Working Together on Information Literacy" (Penny Moore); (11) "University/School Library Collaborations To Integrate Information Technology into Resource-Based Learning Activities" (Roy H. Doiron); (12) "Assessing Pre-Service Teachers' Beliefs about the Role of the Library Media Specialist" (Linda L. Wolcott, et al.); (13) "The Role of the Principal in an Information Literate School Community: Findings from an International Research Project" (Dianne Oberg, et al.); (14) "The Changing Powers of Readers in a Time of New Technology" (Margaret Mackey); (15) "Students and the World Wide Web: Issues of Confidence and Competence" (Jinx Stapleton Watson); (16) "Evaluating Web Sites: A Critical Information Skill" (Ruth V. Small and Marilyn P. Arnone); (17) "Web-Based Instruction for School Library Media Specialists: Unleash the Power of the World Wide Web" (Mary Ann Hindes); (18) "The Use of the Internet in School Libraries: An International and Comparative Survey" (James E. Herring); and (19) "The School Library Web Site: On the Information Highway or Stalled in the Carpark?" (Laurel A. Clyde). (MES)

ED 437 053 IR 057 589

McGregor, Joy H.
Implementing Flexible Scheduling in Elementary Libraries.
PUB DATE- 99
NOTE- 13p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Flexible Scheduling; Integrated Curriculum; Interviews; Librarian Teacher Cooperation; Librarians; Library Funding; Library Services; Library Surveys; Principals; Program Effectiveness; Program Implementation; *School Libraries; Teacher Surveys
IDENTIFIERS- Administrator Surveys

synchronous chat area, bulletin board postings, e-mail communications, course usage statistics, student projects, and structured interviews with the participating students. Results from the preliminary study indicate that participants' attitudes toward Web-based instruction are positive, and Web-based instruction provides a learning environment in which participants can develop electronic literacy skills and share their ideas and projects. (Contains 10 references.) (MES)

ED 437 071 IR 057 607

Herring, James E.
The Use of the Internet in School Libraries: An International and Comparative Survey.
PUB DATE- 99
NOTE- 10p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Comparative Analysis; *Computer Uses in Education; Electronic Mail; Elementary Secondary Education; Foreign Countries; Learning Resources Centers; Library Surveys; *School Libraries; Tables (Data); Use Studies; *World Wide Web
IDENTIFIERS- *Access to Technology; South Africa; *Technology Utilization; United Kingdom

This research sought to gain an impression of the use of the Internet by school librarians in the United Kingdom and South Africa. The research questions addressed the issues of access to the Internet by school librarians, the purposes for which school librarians used e-mail and the World Wide Web, the demand from teachers for access to the Web, the key issues identified by school librarians in relation to the use of the Internet in schools in the next five years, and any differences between the responses of librarians from the two countries. The key findings were that there was limited access to the Internet in the respondents' schools; school librarians used the Web mainly for curricular material; science and geography departments were the heaviest users of the Web; and the key future issues identified included information skills, cost, inservice training, and the role of the school librarian. There were no significant differences between the two countries studied. (Contains 10 references.) (Author/MES)

ED 437 072 IR 057 609

Clyde, Laurel A.
The School Library Web Site: On the Information Highway or Stalled in the Carpark?
PUB DATE- 99
NOTE- 12p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aging in Academia; College Faculty; Community Colleges; Educational Planning; Educational Trends; *Labor Turnover; Long Range Planning; Retirement; Tables (Data); *Teacher Retirement; Two Year Colleges
IDENTIFIERS- *Northern Virginia Community College

To determine if a large number of faculty members at Northern Virginia Community College (NVCC) are likely to retire in the next five years, the Office of Institutional Research analyzed data relating to faculty members' age, years of service, and retirement patterns. After the introduction, the second section, Historical Context, presents information on past faculty retirement trends at NVCC and the faculty median years of service. The third section has six parts. Part A details, over a five-year period, 1998-2003, the number of faculty members eligible to retire. The information is broken down by campus and is presented for two separate groups of faculty, those faculty members who are 60 years of age or older and those faculty members with 25 or more years of service. Part B is an analysis by age group of those faculty members with 25 or more years of service at NVCC. Part C gives details concerning the impact on each campus if all faculty members eligible to retire do so. Parts D and E discuss the impact on the campuses of age-related retirement and service-related retirement. Part F gives information on the number of faculty eligible to retire by division. Section 4 briefly describes three possible future scenarios for faculty retirement at NVCC. Section 5 is the Conclusion. (Contains 10 tables and 13 figures.) (VWC)

ED 437 093   JC 000 053

Fact Book, Fall 1994-1998.
PUB DATE- 99
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Environment; College Outcomes Assessment; Community Colleges; Enrollment Trends; Full Time Equivalency; *Institutional Characteristics; Program Descriptions; *School Demography; *School Statistics; School Surveys; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Northern Virginia Community College

This is the twelfth edition of the Northern Virginia Community College (NVCC) Fact Book presented by the Office of Institutional Research. This edition is designed to serve as a readily available source of information about the college. The NVCC Fact Book contains chapters (1-6) on the college's student enrollments, graduates, personnel, finances and facilities, student support services and community education, and international students. Chapters 7 through 11 of the Fact Book present the data for each of the five campuses--Alexandria, Annandale, Loudoun, Manassas, and Woodbridge--separately. The data included in each of these chapters pertain to the following subjects: (1) headcount and FTES enrollment, (2) student profile, (3) enrollment by program type, (4) FTES enrollment by discipline, and (5) international students. Data and information were also included from several college services, such as the Budget Office, Office of Facilities Planning and Support Services, Media Processing, Student Benefits and Support Services, and the Extended Learning Institute. (VWC)

IDENTIFIERS- *Raritan Valley Community College NJ

In an effort to reveal how closely cheating at community colleges resembles that at four-year colleges in both kind and quantity, a survey similar to the one used by Donald L. McCabe for university students was administered to 298 students at Raritan Valley Community College. A summary of the results are included in this report. The survey data suggests that students at Raritan are as likely to cheat and plagiarize, if not more so, as students at four-year colleges. They are more likely to help others cheat and less likely to report cheating committed by other students. They also are more likely to feel that cheating occurs often or very often at their campus. The reasons for these attitudes and behaviors may in part be suggested by their acceptance of cheating in society at large. What is not known is whether Raritan is representative of community colleges, which would imply that more cheating and plagiarism occurs at two-year than four-year colleges. If this were to be true, it suggests a possible relationship between the quality of student work and motivation and a willingness to cheat or accept cheating. Another area that deserves further scrutiny is the large discrepancy between the amount of cheating committed or seen by students at Raritan compared to that observed by faculty, who indicate that cheating is not an issue of great concern. (VWC)

ED 437 113 JC 000 074

Holden, Carole A.
Instructional Technology and Faculty Development.
PUB DATE- 99
NOTE- 19p.; In: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University, 1998-1999; see JC 000 068.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adjunct Faculty; Computer Uses in Education; Educational Development; Educational Media; Educational Methods; *Educational Technology; *Faculty Development; Full Time Faculty; Information Technology; Instructional Design; *Instructional Development; Instructional Improvement; Models; Staff Development; *Teacher Attitudes; Teacher Response
IDENTIFIERS- *County College of Morris NJ

This paper explores the challenges instructional technology presents to faculty and administration. For example: students will not accept lectures that fail to draw upon Internet resources; integrating technology sparks the faculty debate that the use of technology will "dehumanize teaching and learning"; community college professors criticize that technology will "reduce their role in teaching"; and faculty feel that technology is a tool which will decrease their number and salary. The paper describes the development of A Technology Plan for County College of Morris (CCM), which included the formation of an Information Technology Committee. A faculty technology survey (appended in this paper) was used to determine the training needed to develop faculty skills in the use of technology to enhance teaching, learning, scholarship, and instructional delivery. Supporting faculty development in instructional technology required CCM to find a new faculty development model, which included elements such as a Teaching/Learning Technology Center, an Instructional Design Team, and the selection and implementation of WebCT as an online course management tool. The report describes a ten-step

*Children; *Childrens Rights; Developing Nations; Disadvantaged Environment; Elementary Secondary Education; Foreign Countries; Human Capital; *International Programs; Nutrition; Poverty; Program Descriptions; Social Work; Well Being

IDENTIFIERS- *Unicef; United Nations Convention on Rights of the Child

At this time, the United Nations Children Fund (UNICEF) is commemorating its 50th anniversary, under the slogan "children first." This annual UNICEF report reviews the organization's activities during 1995. An introduction by the executive director states that the report will give readers a sense of what UNICEF is doing with partners to rise to the program's challenges. Topics in the report include: (1) the U.N. Convention on the Rights of the Child--a powerful and wide-ranging legal instrument to promote and protect the human rights of children; (2) regional developments; (3) emergency countries (those suffering recent natural disasters or war); (4) child protection; (5) health; (6) nutrition; (7) safe environment; (8) urban issues; (9) basic education; (10) girls and women; (11) communication; (12) working together (national committees, non-governmental organizations, and inter-agency cooperation; (13) resources and management; (14) UNICEF income, donors, and expenditures (tables and charts); and 15 profiles of individual efforts to improve conditions for children. Descriptions are given for regional developments in West and Central Africa, the Middle East and North Africa; East Asia and the Pacific, South Asia, the Americas and the Caribbean, Central and Eastern Europe, the Commonwealth of Independent States (former Soviet Union), and the Baltic states. The report concludes with an annex describing major decisions made by UNICEF's executive board during 1995. (WJC)

ED 437 133 PS 024 766

Hooper-Briar, Katharine, Ed.; Lawson, Hal A. , Ed.
Expanding Partnerships for Vulnerable Children, Youth, and Families.
PUB DATE- 96
NOTE- 405p.; Papers originally presented at a conference of the same name (September 1994).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advocacy; *Agency Cooperation; *At Risk Persons; Child Welfare; College Role; *Family Needs; *Family Programs; Family (Sociological Unit); Government Role; Higher Education; *Integrated Services; Partnerships in Education; *Public Policy; School Community Relationship
IDENTIFIERS- Department of Education; Family Support; *Government Family Partnerships; Program Characteristics

Drawing on testimonials and case studies, this collection of conference papers describes a variety of professional associations, organizations, and individuals working together for the benefit of our most fragile families and children. The 48 papers are divided into sections that: (1) express the vision at the core of partnerships phenomenon; (2) describe the various consumer groups, including communities, clients, and students, who benefit from the creation of partnerships; (3) detail the partnership dynamics in child welfare and education; (4) examine the roles of colleges and universities in expanded partnerships; (5) identify issues and barriers still requiring attention; (6) communicate how the media and information are vital to expanding and understanding the importance of partnerships; (7) convey public organizational policies that

SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Programs; *Community Education; Comparative Analysis; *Delivery Systems; *Educational Benefits; *Educational Needs; Foreign Countries; Lifelong Learning; Literature Reviews; National Surveys; Postsecondary Education; Program Evaluation; Questionnaires; Student Attitudes; Student Educational Objectives; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

The provision of vocational education and training (VET) delivered by Australia's adult and community education (ACE) sector was examined to identify the strengths the ACE sector brings to VET provision and challenges faced by the ACE sector in providing VET programs. Data were collected through the following four activities: (1) a literature review; (2) focus group discussions with 255 learners studying in ACE or technical and further education (TAFE) contexts; (3) questionnaires completed by 656 learners studying in ACE or TAFE contexts and 42 providers; and (4) interviews with ACE sector representatives. The evidence demonstrated that education and training provision within the ACE sector has distinctive qualities that are not commonly found in other VET or TAFE providers. ACE used a holistic approach to help learners link learning, work, and social activity in a way that encourages lifelong learning. VET delivered through ACE proved especially valuable to women and disadvantaged persons. Important bridges between the ACE, VET, and TAFE sectors were identified that must be supported with adequate funding. (The report contains 29 references and 22 figures/tables. Appended are the following: a list of ACE and TAFE providers who assisted with the research; questionnaire to ACE and TAFE learners; and a questionnaire to ACE providers and staff.) (MN)

ED 436 637 CE 079 482

Australian Apprentices and Trainees, 1997: Apprentices and Trainees TAFE Courses. An Overview.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 27p.; For statistics and recent trends see ED 433 419.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Apprenticeships; Education Work Relationship; *Enrollment; *Enrollment Rate; Females; Foreign Countries; Males; *Off the Job Training; Postsecondary Education; *Technical Education; *Trainees
IDENTIFIERS- *Australia

Records from the quarterly collection of data on Australia's apprentices and trainees were matched with the annual data from vocational education and training providers (VET). The results provide information on the courses and modules undertaken as part of off-the-job training of apprentices and trainees who had a contract of training with an employer during 1997 and studied a Technical and Further Education (TAFE) course. These are the findings on course enrollment: they enrolled in an average of 1.2 courses, similar to that for all vocational education and training (VET) students; Australian Qualification Framework (AQF) level 3 or equivalent courses comprised the

ED 436 656 CE 079 513

Promising Practices in CTS.
PUB DATE- 99
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; *Career Education; *Course Content; *Educational Practices; Foreign Countries; High Schools; Integrated Curriculum; Models; Occupational Information; Program Implementation; State Curriculum Guides; *Technology Education
IDENTIFIERS- *Alberta

This document contains 85 articles taken from previously published issues of the "CTS Communication Network Update," a publication about the career and technology studies (CTS) program of career education designed for Alberta, Canada, high school juniors and seniors. Following an introductory section and a section on general CTS, the document contains articles in the following strands: agriculture, career transitions, communication technology, community health, construction technologies, cosmetology studies, design studies, electro-technologies, energy and mines, enterprise and innovation, fabrication studies, fashion studies, financial management, foods, forestry, information processing, legal studies, logistics, management and marketing, mechanics, tourism studies, and wildlife. (KC)

ED 436 657 CE 079 514

Kazis, Richard; Pennington, Hilary
What's Next for School-to-Career?
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Community Involvement; Demonstration Programs; Dropout Prevention; *Education Work Relationship; *Educational Change; *Experiential Learning; Federal Programs; National Programs; *Partnerships in Education; Postsecondary Education; Program Implementation; School Business Relationship; School Community Relationship; Secondary Education; State Programs; Success; Vocational Education
IDENTIFIERS- *School to Work Opportunities Act 1994

The next step in the school-to-career (STC) movement is to build upon its significant successes in today's policy and political environment. The School to Work Opportunities Act 1994 codifies a reform agenda to promote academic achievement and economic opportunity for young people during and after high school. Its general principles are that most young people need help making the transition to adulthood; effective solutions must improve educational achievement and career prospects; schools must enter into new relationships with community partners; reform must be systematic; state and local flexibility must be maximized; and gradual implementation provides flexibility. The best STC initiatives are demonstrating improvements in student attendance, motivation, and satisfaction; rigor of course

National Foundation for Teaching Entrepreneurship (NFTE) is one such organization. Since 1998, the NFTE has taught the basics of starting and running small businesses to 30,000 mostly low-income students worldwide. More than 90% of graduates credit NFTE programs with improving their communication with their families, teachers, and peers, and more than 70% are planning on or already pursuing postsecondary education. Rural Entrepreneurship through Action Learning (REAL) is another organization devoted to training young entrepreneurs. Each year, REAL provides hands-on instruction to more than 4,000 students nationwide at more than 400 high schools, community or technical colleges, universities, elementary and middle schools, and community organizations. In a recent study at North Carolina's Edgecombe Community College, 92% of businesses launched by REAL students were still operating after 5 years. These and other entrepreneurship activities are building students' business savvy and understanding of important business-related concepts, such as return on investment and the stock market. (MN)

ED 436 676 CE 079 549

Stahl, Klaus, Ed.
The Search for Specialists and Managers. Staff Shortage in Germany.
PUB DATE- 99
NOTE- 11p.; Translated by John England.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - General (140)
DESCRIPTORS- *Demand Occupations; Employment Opportunities; Employment Patterns; *Engineers; Foreign Countries; Higher Education; *Information Technology; Labor Force Development; Labor Market; *Labor Needs; *Managerial Occupations; *Specialists; Technical Occupations
IDENTIFIERS- *Germany

Despite its high unemployment level, Germany is experiencing a shortage of specialists and managers. Germany's need for highly qualified information technology (IT) workers and engineers is particularly great. Approximately 10,000 posts for computer scientists and IT specialists remained vacant in 1998. Because of the shortage of such specialists, "side door" entrants who have studied related disciplines such as engineering and natural sciences and have some knowledge of computer science now also have good chances of a job in the IT sector. A total of 13,000 new jobs were reported in Germany's social care sector in 1998. Almost all of Germany's industrial branches are urgently seeking engineers. The job prospects for economists are questionable unless graduates can show that they have also completed a business training course. The job prospects for lawyers and legal advisers with first-class degrees are improving, and 2,600 more teachers were hired in 1998-1999 than in the previous school year. Employment opportunities for German mathematicians, physicists, chemists, and biologists have also improved considerably. Positions for language and culture scholars also increased. Individuals with the prerequisites for positions in the IT and engineering sectors should be able to secure jobs on the spot. (MN)

ED 436 677 CE 079 551

Palmieri, Phoebe
Diploma of Further Education Project: Pathways to Tertiary Education.

School Improvement through Community Dialogue: The First Community Study Circles on Education in Arkansas and Oklahoma.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Action; Community Involvement; Cooperation; Elementary Secondary Education; *Participative Decision Making; *Problem Solving; Public Schools; Research and Development; School Community Relationship; State Programs; Theory Practice Relationship
IDENTIFIERS- Arkansas; Impact Studies; Oklahoma; *Study Circles

This study examines the Study Circles program on education that was conducted in Arkansas and Oklahoma in the fall of 1998. Study Circles are a community involvement strategy for collaborative problem solving. They are small, highly participatory groups led by trained facilitators using materials provided by the Study Circles Resource Center. The Study Circles provide an opportunity to large numbers of citizens to deliberate issues. This was the first time statewide educational organizations had been implemented for racial and criminal justice deliberations. Each partner in the program collaborated to develop and revise pre- and post-questionnaires. The questionnaires were used to provide demographic and other participant information, evaluate the program, and examine the impact of their efforts. Preliminary information received from these first efforts indicates a positive response to this type of group dialogue and collaboration. A larger percentage of parents with school age children were noted in participating communities organized through the school superintendents. Plans are being made for an impact survey as a follow-up to the implementation and results of the group's action plans for their public schools. (Contains 21 references.) (JDM)

ED 436 695 CG 029 691

Kennedy, Robert; Christian, Linda Garris; Bell, David
Adolescent Identity Development: Views of the Future.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Adolescents; Career Awareness; *College Sophomores; *Expectation; Higher Education; Interpersonal Competence; Personality Development; Personality Traits; Self Efficacy; Social Cognition; Theory Practice Relationship

This paper describes what education students observed while studying adolescent development in a sophomore college class. The students became particularly interested in how a person's identity development interfaced with his or her ideas about the future. By using the instrument "Teens and the Future," they were able to survey adolescents about their perceptions of the future and ask about their personal plans, goals, and college interests. Survey results concurred with other research that inextricably related to a child's ability to read. The basic thesis was that if a child's oral language development was deficit or delayed for any number of natural or environmental reasons, then reading achievement would be deficit and delayed. Therefore, an approach to reading remediation was developed through identifying oral language deficits and their idiosyncratic relationship to reading achievement as a beginning intervention point. The problem solution was designed to assess oral language skill and deficit areas as the basis of the reading interventions. The reading interventions were continuously assessed through the use of curriculum based measurement. The data were analyzed in several different ways: through curriculum based measurement; though the use of pre/post measures of selected normed referenced academic achievement tests; and through pre/post measures on both teacher and parent questionnaires designed to assess their perceptions of change within their students as a result of the reading interventions. There were seven expected outcomes that led to mixed results. However, while not all of the outcomes were met, the direction of the data were favorable to the language based reading intervention model. (Author/RS)

ED 436 715   CS 013 763

Providing Books and Other Print Materials for Classroom and School Libraries. A Position Statement of the International Reading Association.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Libraries; Childrens Literature; *Classroom Environment; Elementary Education; Financial Support; Reading Interests; *Reading Materials; *School Libraries; *Student Needs
IDENTIFIERS- *International Reading Association

This position paper of the International Reading Association (IRA) calls for an immediate increase in funding for books in classroom, school, and town libraries. According to the paper, the condition of these libraries has weakened over the last decade--there are fewer books per child, and the condition of the books and the staffing of the libraries have seriously deteriorated. The position paper contends that this trend must be reversed because children who have access to books are more likely to read for enjoyment, and thus increase their reading skills and their desire to read to learn. Libraries must purchase a sufficient number of new books per student and they must make a concentrated effort to replace older materials. Genres should include picture storybooks, novels, biography, fiction and nonfiction material, magazines, poetry, and a multitude of other types to suit the interests and range of reading abilities of all children. The paper considers several questions and implications regarding children's "access to books," and offers recommendations for teachers, librarians, and school administrators, as well as for researchers. Contains 16 references and list 9 related IRA publications. (NKA)

ED 436 716   CS 013 764

Richardson, Judy S.
Read It Aloud! Using Literature in the Secondary Content

Recovery); (4) guard your lesson time as a valuable commodity; and (5) do everything possible to connect reading and writing. The paper concludes that Reading Recovery teachers learn, just like their students, that learning to do something complex requires focused attention, clear and consistent guidelines, practice, and the support of others. (RS)

ED 436 735 CS 013 787

Askew, Billie; Fountas, Irene
Active from the Start.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- *Active Learning; Classroom Techniques; *Early Intervention; Instructional Effectiveness; Primary Education; Reading Difficulties; *Reading Instruction; *Student Needs; *Student Role; *Teacher Role
IDENTIFIERS- *Reading Recovery Projects

In Reading Recovery, the fostering of active learning begins immediately. The three actions children must learn to take from the beginning as teachers move into instruction are: do some reading "work" at the point of difficulty; take some initiative; and make some links between new items learned and existing knowledge. Active learners are constructive, self-directed learners: they monitor their own reading and writing; search for cues in word sequences, in meaning, and in letter sequences; discover new things for themselves; cross-check on information; repeat as if to confirm their reading and writing so far; self-correct, taking the initiative for making cues match, or getting words right; and solve new words by these means. Teachers can support children's active learning by systematically observing the child's actions and making the right moves. Contains 2 figures and examples from lesson transcripts. (RS)

ED 436 736 CS 013 788

Estice, Rose Mary
Using Patterns of Responding to "Follow the Child."
PUB DATE- 97
NOTE- 7p.; This article appears in ED 435 989.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; Data Collection; *Early Intervention; Instructional Effectiveness; *Observation; Primary Education; *Reading Difficulties; *Reading Instruction; *Student Needs; *Teacher Role
IDENTIFIERS- *Reading Recovery Projects

Reading Recovery teachers can determine the child's literacy performance by using patterns of responding, that is, what the child mostly does in reading and writing. The child's performance informs the teaching, and close observation is the key to being able to "follow the child." Observation is central to the idea of following the child. "Following the child" means

Elementary Secondary Education; Ethnography; *Females; *Illiteracy; Interviews; *Social Differences; *Social Discrimination; *Sociolinguistics

IDENTIFIERS- *Language Barriers; Language Functions; Language Sensitivity; Literacy Assessment

This book contends that in the United States, manner of speech and educational background reflect cultural status, and it attempts to prove through interviews with six American women that what is described as illiteracy is in fact shutting down in response to those in positions of power. After an introduction, "Language, Literacy, and Arrogance," chapters are: (1) "Language, Literacy, and Living: My Story"; (2) "Conducting a Literacy Ethnography: Hearing How People Feel"; (3) "Language, Literacy, and Living: The Women's Recollections"; and (4) "Shutting Out People and Resisting Shutdown: What I Heard the Women Say." Five appendixes contain guiding questions regarding life circumstances and the contexts of home, family, school, and church; and guiding questions for evaluating the research experience. Contains 61 references. (EF)

ED 436 759 CS 013 813

Paratore, Jeanne R.; Melzi, Gigliana; Krol-Sinclair, Barbara

What Should We Expect of Family Literacy? Experiences of Latino Children Whose Parents Participate in an Intergenerational Literacy Project. Literacy Studies Series.

PUB DATE- 99

NOTE- 152p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Case Studies; Diversity (Student); Elementary Education; *Family English Literacy; *Hispanic Americans; Intergenerational Programs; *Parent Participation; *Parent Student Relationship; Reading Programs; Student Development

IDENTIFIERS- *Intergenerational Learning; *Latinos; Reading Uses

This book is a detailed account of the effects of parental involvement in a literacy project on Latino children's academic performance, addressing methods of parent participation, home literacy uses by children, and the nature of school experiences. The first two chapters provide family literacy and Intergenerational Literacy Project background information, and the next three chapters present children's case studies based on low, medium, and high school success rates. The final chapter is an analysis and interpretation of the results. Appendixes present sample conversation questions for teachers, parents, and children; a sample learner intake form and literacy log; and a list of working codes. Contains 56 references. (EF)

ED 436 760 CS 013 814

Position Statement on Reading: National Council of Teachers of English.

PUB DATE- 99

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Primary Education; Professional Development; *Reading; *Reading Instruction; Reading Materials; *Reading Processes; Teacher Role books, 13 works about drama, and 9 works of poetry. It lists 12 teacher resources and 12 activities for building a more balanced English language arts curriculum in the English classroom. (RS)

ED 436 782 CS 216 965

Writing Assessment: A Position Statement.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Role; Higher Education; Student Role; Teacher Role; *Test Use; *Testing; *Writing Achievement; Writing (Composition); Writing Evaluation; *Writing Tests

This position statement from the Conference on College Composition and Communication begins with a "foundation claim": in all situations calling for writing assessment, the primary purpose of the specific assessment should govern its design, implementation, and the generation and dissemination of its results. It describes 10 assumptions about writing assessment, including language is by definition social, writing ability is a sum of a variety of skills, assessment tends to drive pedagogy, and the means to test students' writing ability shapes what they consider writing to be. It lists 5 rights and responsibilities of students; 8 rights and responsibilities of faculty; 6 rights and responsibilities of administrators and higher education governing boards; and 3 rights and responsibilities of legislators. It concludes that, when conducted sensitively and purposefully, assessment can have a positive impact on teaching, learning, curricular design, and student attitudes. (RS)

ED 436 783 CS 216 966

Ideas Plus: A Collection of Practical Teaching Ideas. Book Seventeen.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Censorship; Class Activities; *English Instruction; Journal Writing; *Literature Appreciation; Peer Evaluation; Poetry; Secondary Education; Teaching Methods; *Writing Instruction

This book presents 30 brief practical teaching ideas for writing and English instruction in secondary classrooms. The first chapter presents various strategies for helping students learn to write well: students compile their own examples of effective writing; they turn interviews into gift books; they record their own activities for a whole day to help them develop an eye for detail; and they practice supportive peer-feedback techniques. Other activities in the first chapter focus on close observation, word play, and poetry writing. The second chapter presents activities intended to foster appreciation and understanding of literary works--among the elements of these strategies are a dialectical journal; a list of questions to help students analyze characters; guest poets; a discussion of banned books; an examination of conflict between friends; and an in-depth poetry project for seniors. Freeze frames, a

1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Higher Education; *Interpersonal Communication; *Introductory Courses; *Speech Communication; *Student Needs
IDENTIFIERS- Communication Competencies; Communication Context; *Hybrid Courses; *Speech Communication Education

Accrediting agencies for colleges and universities across the United States emphasize training in oral communication skills as central to an undergraduate education. The problem or challenge is for communication faculty to develop programs in oral communication skills where students learn necessary skills and receive helpful assessment of these skills throughout their undergraduate educational careers. There is no agreement, however, among communication educators about what skills or communication contexts should be included in the basic communication course. Various studies have identified top skills which college graduates should have, and they may be grouped into four, sometimes overlapping, areas: listening skills, interpersonal communication skills, group communication skills, and strategies for being a competent communicator. Although public speaking skills are not specifically identified in any research study, the most popular basic communication education course is public speaking. The current hybrid basic communication course introduces students to specific communication competencies and the strategies needed to be a competent communicator. A new "blend" course (focusing on group and interpersonal communication) would give students multiple opportunities to demonstrate mastery of oral communication competencies in the aforementioned top skills. (Contains 26 references.) (NKA)

ED 436 805 CS 510 186

Hugenberg, Lawrence W.
The Basic Course in the Post-Secondary Institution.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Intellectual Disciplines; *Interpersonal Communication; *Introductory Courses; *Speech Communication; *Student Needs; Undergraduate Students
IDENTIFIERS- *Communication Competencies; Faculty Attitudes; Hybrid Courses; *Speech Communication Education

Discussions about the basic communication course abound at the National Communication Association Convention and at other meetings, in the "Basic Communication Course Annual," and in the journal "Communication Education." Little progress has been made, however, on seven issues of central importance to the basic course in higher education. The aim is to initiate a discussion by those in positions to address these issues--basic course directors and basic course instructors. These issues are: (1) it is assumed that students should be better oral communicators when they leave the basic course than when they use in confirming, revising, and rejecting theories?" and "Do you revise or reject theories that no longer 'work'?" The actions of the two participants were analyzed as theoretical (generalizable across their workplace contexts). The superintendents used data to verify and, if necessary, adjust their theories, rejected some theories antithetical to their own values/beliefs, connected decision-making to theory, and created a web of complementary categories for addressing different situations. Their theories of practice encompassed an eclectic use of social science theory to help them organize their administrative experiences. Their theories of practice were context-specific and not designed for generalizability. Future and current administrators should learn to organize their experience inductively into complementary configurations of theoretical categories in shuttling between inductively derived generalizations about their practice and the particulars of a situation. (Contains 63 references.) (RJM)

ED 436 825   EA 030 152

Winter, Paul A.; Dunaway, David M.
Applicant Reactions to Principal Recruitment Practices in a Reform Environment: The Effects of Job Attributes, Job Information Source, and School Level.
PUB DATE- 96
NOTE- 26p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Louisville, KY, October 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; Educational Change; Elementary Secondary Education; *Instructional Leadership; *Job Applicants; *Principals; *Recruitment; School Administration; *Teacher Attitudes
IDENTIFIERS- Kentucky

This report examines principal-recruitment practices in Kentucky. The job of principal in this state became more challenging as school-reform initiatives mandated a greater emphasis on instructional leadership and decision making. Using a 2x2x3 experimental design, the effects of job attributes (instructional leadership, management), job-information sources (school site, district central office) and school level (elementary school, middle school, high school) on reactions of applicants (N=168) for principal jobs were examined. Results show that reactions were more favorable at the high-school level when the job was described with management job attributes. At the elementary- and middle-school levels, reactions were more favorable when the job was described with instructional-leadership job attributes. Job perceptions among individuals in the broad pool of applicants paralleled perceptions of the job among incumbent principals. Findings indicate that administrators can improve recruitment efficiency, such as application rates and applicant pool size, by constructing job messages containing job attributes with maximal applicant appeal. The curricula of many principal-certification programs may be inconsistent both with potential entrants' interests and with the demands of school-reform legislation. The research approach used here can be used to investigate other factors influencing applicant decisions. (Contains 29 references.) (RJM)

ED 436 826   EA 030 153

IDENTIFIERS- *Transforming Learning Communities OH
This book is part of a series of case studies that demonstrate better ways to educate Ohio's students. The case study is part of the Transforming Learning Communities (TLC) Project, designed to support significant school-reform efforts among Ohio's elementary, middle, and high schools. This report describes the implementation of an innovative program at an elementary school in northeastern Ohio. It draws on the metaphor of the patchwork quilt to describe the changes at the school. Researchers observed the daily life of the school, interviewed project participants, gathered historical documents, recorded events, and analyzed stakeholders' stories. The text provides an overview of the principles and practices of change and how the school settled on the Paideia Model of school reform. The book focuses on the beliefs of the Paideia designers and trainers; the implementation of the reform program; and the principles, practices, and processes involved in becoming a Paideia school. It outlines planning among school decision makers and their push for collaboration, shared decision making, increased parental involvement, and professional development. The report also describes the changes wrought by physical space, pedagogy, team teaching, and coaching. The book closes with an assessment of the varying depths of engagement used at the school. The appendix describes the project methodology. (RJM)

ED 436 845 EA 030 175

Mackley, Timm; Uline, Cynthia L.
As Diverse As the People We Serve: The Case Study of Reynoldsburg High School. Transforming Learning Communities.
PUB DATE- 99
NOTE- 126p.; For other case studies from the Transforming Learning Communities Project, see EA 030 169-181.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Case Studies; Change Strategies; *Educational Change; Educational Improvement; High Schools; Models; *School Restructuring; Teamwork
IDENTIFIERS- Coalition of Essential Schools; *Transforming Learning Communities OH
This book is part of a series of case studies that demonstrate better ways to educate Ohio's students. The case study is part of the Transforming Learning Communities (TLC) Project, designed to support significant school-reform efforts among Ohio's elementary, middle, and high schools. This report describes the implementation of an innovative program at a high school in central Ohio. It is based on a 9-month study that included observations, analysis of documents, and interviews of faculty, staff, administrators, and other stakeholders. Some of the questions researchers asked about the program included: "What are the structures, strategies, and support networks that have been developed to encourage change?" and "What is the nature of the learning community at the high school, including themes, tensions, and complexities?" The text provides a history of the school and discusses the Coalition of Essential Schools. The coalition draws on nine principles, such as simple goals, to form a basis for change and renewal. Some of the features of the coalition that are described include student and teacher choice, personalization, authentic instruction, student-as-worker, teacher-as-coach, teaming, and staff development. The last chapter examines the collaboration,

McConnell, L. Robert, Ed.
Accountability from Several Perspectives: A Report on the 20th Mary E. Switzer Memorial Seminar (East Lansing, MI, September 24-26, 1998).
PUB DATE- 99
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accountability; Accreditation (Institutions); *Disabilities; *Federal Legislation; Models; Program Evaluation; *Rehabilitation; Research Needs; *Vocational Rehabilitation

This document presents five action papers and three invited papers originally presented at a seminar concerned with accountability in rehabilitation. Each of the five principal chapters contains three parts: an action paper, selected scholars' reaction papers (brief written responses to the action papers), and the summary of recommendations which resulted from small group discussion about the paper. The action papers are: (1) "Responsibilities of People with Disabilities" (Carolyn Vash) and reaction papers by Norman G. DeLisle, Jr., Donald E. Galvin, and Beth Robertson; (2) "Practitioner Accountability: Professional, Credentials, and Regulations" (Michael Leahy) and reaction papers by Donald J. Dew, Bruce G. Flynn, and Jan Skinner; (3) "Accreditation as an Accountability Strategy" (Donald Galvin) and reaction papers by Craig L. Feldbaum, Brian Fitzgibbons, and Kimberly Turner; (4) "Vocational Rehabilitation and Cultural Competence: Considering Accountability" (James Mason) and reaction papers by Eddie E. Glenn, Kevin F. Manning, and Peggy Rosser; and (5) "Research: Areas of Accountability Issues" (John Westbrook) and reaction papers by Norman G. DeLisle, Jr., Craig L. Feldbaum, and Peggy Rosser. The special invited papers are: first, "Bio-models of Diverse Communities" (Norman G. DeLisle, Jr.); second, "Impact of the Workforce Investment Act on Accountability in the Vocational Rehabilitation Services Program" (Harold Kay); and third, "Accountability and the 1998 Rehabilitation Act Amendments" (Thomas G. Stewart). (Individual papers contain references.) (DB)

ED 436 866 EC 307 539

McHale, Kathy; McHale, Sara, Ed.
A Resource Guide to Assistive Technology for Memory and Organization. Second Edition.
PUB DATE- 99
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Assistive Devices (for Disabled); Computer Software; *Disabilities; *Information Sources; Internet; *Memory; Personal Narratives; *Self Management; *Technological Advancement

The second edition of this guide to assistive technology for memory and organization is intended for professionals working with people who have learning disabilities, attention deficit disorders, neurological conditions, and psychological problems. It contains expanded and new appendices as well as new

"Essential Elements for Parent Advocacy Groups: Establishing a Tradition of Excellence" (Nancy Lashaway-Bokina and Jane Robinson); "Strategic Parental Involvement: Developing Student Advocacy and Leadership" (Becky Whittenburg); and "Maximizing the Achievement of Gifted, Learning Disabled Children" (Janet Whitley and others). (Individual articles contain references.) (DB)

ED 436 884   EC 307 557

Labas, Linda; Kendrick, Martie; Bilodeau, Colette
Building a Foundation for Cooperative Behavior: A LEARNS Early Childhood Monograph. Creating Inclusive Early Care Communities.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 99
NOTE- 112p.; "With Kathy Son, Theresa Gooldrup."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Problems; *Early Childhood Education; Educational Environment; *Inclusive Schools; Inservice Teacher Education; Interpersonal Competence; Intervention; Peer Relationship; Prevention; Seminars
IDENTIFIERS- Maine

This monograph was written to accompany a four-part inservice training program for early childhood educators and caretakers in Maine concerning behavioral problems in early childhood settings. It was developed as part of the LEARNS Early Childhood program, Maine's statewide initiative for inclusive education. The focus is on preventing problem behaviors through the creation of environments that build community; emphasize respectful, responsive relations; foster friendships; and teach children to develop skills for peaceful conflict resolution and problem solving. Each chapter is based on one of the program's seminars: (1) belonging, (2) fostering friendships, (3) building peaceful classrooms, and (4) pulling it all together with positive supports. Each chapter includes answers to common questions based on research, practical strategies for implementing the principles identified, and suggested resources (books, articles, videotapes, and Web sites). (Contains 105 references.) (DB)

ED 436 885   EC 307 558

Smith, Jill; Diller, Howard
Unmotivated Adolescents.
PUB DATE- 99
NOTE- 119p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescent Development; *Attention Deficit Disorders; Emotional Problems; Hyperactivity; *Learning Disabilities; Secondary Education; Self Concept; *Self Esteem; *Student Motivation

This book examines the characteristics and educational needs of unmotivated adolescents. It suggests that many of these students suffer from low self-esteem and are learning disabled and/or have an attention deficit disorder with hyperactivity.

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; Classroom Techniques; Developmental Programs; Elementary Secondary Education; *Emotional Disturbances; Information Dissemination; *Inservice Teacher Education; Interpersonal Competence; Outreach Programs; Preschool Education; Professional Development; *Research Utilization; Severe Disabilities; Technical Assistance; Theory Practice Relationship
IDENTIFIERS- Social Skills Training

This final report discusses the outcomes of a project that gave outreach assistance to programs providing services to students (ages 3-16) with severe social, emotional, and behavioral disabilities. Programs receiving assistance from this project provided services to students in fully inclusive general education classrooms, in partially inclusive classrooms, in special education classes, in psychoeducational programs, and in day treatment community-based settings. The goals of the program were to: (1) increase the understanding of educators and families of students with severe disabilities about exemplary teaching and behavior management practices for facilitating social-emotional competence and responsible behavior; (2) increase the skills of educators in selecting, implementing, and demonstrating exemplary practices; (3) facilitate the effectiveness of state and local education agencies in implementing quality adoption sites and programs with personnel skilled in demonstrating exemplary practices; and (4) assist state and local agencies in providing technical assistance, information dissemination, and personnel development. At the end of the 3-year period, the project exceeded anticipated outcomes for each management objective. Details of each management activity and its accomplishments are provided in the report, as well as recommendations for effective outreach and technical assistance. (CR)

ED 436 904 EC 307 577

Brown, DiAnn; Gear, Sara J.
Alaska Dual Sensory Impairment Services: Final Performance Report, October 1, 1995 to September 30, 1999.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 42p.; For Final Performance Report, October 1, 1992 to September 30, 1995, ED 390 222.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Consultation Programs; *Deaf Blind; Delivery Systems; Demonstration Programs; Elementary Secondary Education; *Information Dissemination; Inservice Education; *Parent Education; Postsecondary Education; Preschool Education; State Programs; *Technical Assistance
IDENTIFIERS- *Alaska

This final report describes activities and accomplishments of Alaska's 3-year program on services for children and youth with dual sensory impairments. The project provided personalized technical assistance to local education agencies, to infant learning programs, and to other educators. It also provided support and training to families of children with deaf-blindness. Primary services provided by the project were early identification of infants, children, and youth with deaf-blindness, the development and maintenance of in-state

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Crime Prevention; Educational Environment; Elementary Secondary Education; Foreign Countries; *Planning; Public Schools; *School Community Relationship; *School Safety
IDENTIFIERS- Europe

The themes in this seminar addressed the recognition and measurement of outside threats, preventive measures and degrees of protection, and the responsibility of education authorities and the development of partnership policies. The seminar demonstrates that schools should come out of their isolation and introduce partnerships that can ensure their own security; adapt to a changing society; and help their economic, social, and political partners to understand what makes the school special. Three case studies presented at the seminar are summarized in the Annex. (GR)

ED 436 924 EF 005 268

Corbett, Anne, Ed.
Towards the 21st Century. Facilities for Tertiary Education.
PUB DATE- 98
NOTE- 90p.; Based on contributions presented at the "Towards 2000: Facilities for Tertiary Education" (Rethymnon, Crete, November, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications; *Educational Facilities Design; *Educational Facilities Planning; Foreign Countries; *Higher Education; Information Technology; Master Plans; *School Construction; Space Utilization
IDENTIFIERS- Europe

This report presents observations of experts in planning, design, construction or management of tertiary educational facilities about the emerging issues and the appropriate planning and architectural solutions for higher education facilities as the new millennium approaches. Specific topics discuss the current context of tertiary education (postsecondary education) facility issues, including the national objectives and financial constraints that exist. Also examined are the planning and design responses that address campus locations, master planning, facility design for information technology and communications, and space and resource management. Three case studies are provided that illustrate the locating and planning of new tertiary campuses. (GR)

ED 436 925 EF 005 413

Young, Jane
Learning through Landscapes: Grounds for Examination. The Challenge of the Secondary School Site. Videotape .
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; Foreign

Education; *Public Schools; *School Safety; State School District Relationship; Surveys; *Urban Schools
IDENTIFIERS- Building Maintenance; *Health Hazards; *New York City Board of Education

Survey results are presented from 65 parents, students over 12 years, teachers, and other school employees using 39 different schools about environmental conditions in New York City public schools. It shows the results of years of neglect of infrastructure for children and reveals disturbing new information about the environmental health of school occupants. Among the findings are that 40 percent of the respondents reported medical conditions present such as asthma or allergies, and 39 percent reported that the school conditions made their health worse. Thirty-five percent of the schools either had no fire extinguishers and/or alarms easily accessible in classrooms or did not have a playground. Thirty-three percent of the schools reported having poor ventilation, 24 percent had inadequate heat, 26 percent had obvious roach or rodent problems, 45 percent did not have clean bathrooms or lacked soap and toilet paper, 37 percent had drinking water that tasted strange, 24 percent indicated unclean cafeterias, 40 percent reported garbage and discarded waste present around the school, and 40 percent were overcrowded. Recommendations are listed that include enforcement of existing laws, linking school maintenance funding to environmental health needs of school occupants, and the closing of schools that threaten health. Appendices contain the survey document, data analysis of the 65 surveys, and a list of the schools/sites surveyed. (GR)

ED 436 949 EF 005 648

Overview of Federal, New York State, and New York City Law Regarding Environmental Health and Safety in Schools.
PUB DATE- 99
NOTE- 37p.; For related documents from Advocates for Children of New York, Inc., see EF 005 646-647.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Federal Legislation; *Local Legislation; *Public Schools; *School Safety; *State Legislation; *State School District Relationship
IDENTIFIERS- *Health Hazards; Indoor Air Quality; New York; New York (New York)

This document presents many of the federal, state, and New York City laws that apply to the health, safety, and environmental conditions of schools. The relevant portions of the law have been selected along with the mechanisms of legal enforcement that may exist and contact information where applicable. Legislative categories covered include air quality, toxic substances, and chemicals; asbestos; athletic equipment; washrooms; boarding; school buildings; buses, vehicles, traffic, and transportation; drugs and alcohol around educational facilities; fire safety; food and nutrition; student health; and lighting and radiation. Also included are laws governing plans for future educational facilities grants, recreational areas and playgrounds, pest control, sanitation, smoking, and ventilation. (GR)

ED 436 950 EF 005 649

Sanoff, Henry; Sanoff, Joan
Learning Environments for Children: A Developmental Approach to

parents and the community in the school life. Overall, the plan presented in this study is an effort to provide concrete strategies to help increase teacher awareness of ESOL students and their needs, and to offer many procedures for establishing culturally friendly classes and strategies that should increase the learning and motivation of all students. Extensive references and resources are provided. (Author/KFT)

ED 436 970 FL 026 094

Tu peux compter sur moi: Guide a l'intention du parent pour l'accompagnement de l'enfant dans son education en francais langue premiere (You Can Count on Me: Guide for Parents for Accompanying Their Child in French as a First Language Education).
PUB DATE- 98
NOTE- 233p.
LANGUAGE- French
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingualism; Cultural Education; *Cultural Maintenance; Elementary Secondary Education; Foreign Countries; *French; *French Canadians; *Language Maintenance; Language of Instruction; Native Language Instruction; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation
IDENTIFIERS- *Alberta; Francophone Education (Canada)

This guidebook is intended for parents of French-speaking students in Alberta. It describes French-as-a-first-language education in Alberta and provides information to help parents, in collaboration with school personnel and the wider francophone community in Alberta, to preserve and develop their children's identity as speakers of French and as members of the French Canadian culture. The guide includes the following sections: (1) French education in Alberta; (2) On the road to French-as-a-first-language school; (3) The first partner in French-as-a-first-language education--the role of the parent; (4) Books, studying, and homework; (5) Language, identity, and culture in the home; (6) Home/school communication; (7) Adolescence--a stage of life; (8) Testimonies from former students and parents; (9) Data bank of resources; and (10) Bibliographic references and glossary. (KFT)

ED 436 971 FL 026 095

Daley, Christine E.; Onwuegbuzie, Anthony J.; Bailey, Phillip
The Role of Expectations in Foreign Language Learning.
PUB DATE- 99
NOTE- 15p.; Paper presented at the annual meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; College Students; *Communication Apprehension; Comparative Analysis; Higher Education; *Language Aptitude; *Learning Problems; Second Language Instruction; Second Language Learning; *Self Concept; *Self Evaluation (Individuals)

Expectations of performance in a foreign language are important

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Athletes; *College Athletics; Drug Abuse; *Drug Use Testing; Higher Education; Illegal Drug Use
IDENTIFIERS- *National Collegiate Athletic Association

The drug testing program supports NCAA's goal to protect the health and safety of student-athletes competing for their institutions, while reaffirming the organization's commitment to fair and equitable competition. Proposal Nos. 30 and 52-54 provide a program for the NCAA's members to ensure that no one athlete has a chemically-induced advantage or is pressured to use chemical substances. The program involves urine collection on specific occasions and laboratory analyses for substances on a list of banned drugs including stimulants, anabolic agents such as steroids, diuretics, illegal drugs, or peptide hormones. Consent forms must be signed by student athletes if they wish to participate in NCAA programs. (JM)

ED 436 991 HE 032 609

Fulks, Daniel L.
Revenues and Expenses of Divisions I and II Intercollegiate Athletics Programs. Financial Trends and Relationships - 1997.
PUB DATE- 98
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletics; *Expenditures; Higher Education; *Income; Tables (Data); Womens Athletics
IDENTIFIERS- *National Collegiate Athletic Association

This report provides summary information concerning revenues and expenses of NCAA Divisions 1 and 2 intercollegiate athletics programs for the 1996-1997 fiscal year. The report compares revenue and expense trends of athletics programs within each of the NCAA divisions and revenues and expenses between men's and women's athletic programs. The questionnaire survey was completed by 737 institutions in the fall of 1996. The first section provides an introduction and outlines survey methodology. Subsequent sections provide summary and division information. The appendix contains a glossary of terms. (JM)

ED 436 992 HE 032 610

Fulks, Daniel L.
Revenues and Expenses of Division III Intercollegiate Athletics Programs. Financial Trends and Relationships - 1997.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletics; *Expenditures; Higher Education; *Income; Tables (Data); Womens Athletics
IDENTIFIERS- *National Collegiate Athletic Association

This report provides summary information concerning revenues and expenses of NCAA Division 3 intercollegiate athletics programs for the 1996-1997 fiscal year. The report compares revenue and expense trends of athletics programs within each of the NCAA divisions and revenues and expenses between men's and women's athletic programs. The questionnaire survey was completed by 737 institutions in the fall of 1996. The first section provides an introduction and survey methodology. Subsequent sections provide summary and division information. The appendix contains a glossary of terms. (JM) academic liberal arts institution, and as a Catholic college with a Dominican tradition. Faculty identification with Dominicanism is more widespread than with Catholicism. Further differences are concerned with the values of liberal arts education, as opposed to education in applied and professional fields. Although liberal arts are central to faculty perceptions of the college, more than half of the 31 baccalaureate majors offered are in applied and professional fields, and 63 percent of the baccalaureate degrees are awarded in those fields. (Contains 29 references.) (RH)

ED 437 012 HE 032 714

Hamrick, Florence A.; Nelson, Julie R.
"A Singular Position": Women Full Professors and Women's Community. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Faculty College Relationship; Faculty Development; Higher Education; Intellectual Disciplines; Interpersonal Relationship; Peer Groups; Peer Relationship; Quality of Working Life; *Sexual Identity; *Women Faculty
IDENTIFIERS- *ASHE Annual Meeting

This qualitative study of 26 women full professors representing a variety of academic disciplines and professional fields at a Research I university explores issues of gender identification and women's community. The study found that respondents viewed their principal responsibility as advancement of their respective disciplines and perceived themselves as having less in common experientially and professionally with women faculty members from other disciplines. However, they maintained close, long-standing supportive ties with women colleagues; and in cases where women colleagues in the home department were scarce or absent, they identified with colleagues from other campuses. Sections of the paper discuss such issues as collegiality and community with respect to disciplinary commitment, salience of gender to discipline, the role of personal choice, and "women's communities" in academe. (Contains 30 references.) (RH)

ED 437 013 HE 032 715

Tsui, Lisa
Critical Thinking inside College Classrooms: Evidence from Four Institutional Case Studies. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Development; Comparative Analysis; Concept Formation; *Critical Thinking; *Curriculum; Educational Environment; Higher Education; Instructional Effectiveness; Instructional Material Evaluation; *Learning; *Thinking Skills
IDENTIFIERS- *ASHE Annual Meeting

NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizen Participation; Classification; Daily Living Skills; Democracy; Employment; *Information Technology; Literature Reviews; Philosophy; *Role of Education; Spirituality; Technological Advancement; *Technological Literacy
IDENTIFIERS- Conceptual Frameworks; *Technology Role

A literature review was conducted to define technological literacy and its implications for the role of education in preparing citizens in a participatory democracy, as consumers and family members, for employment, and in the spiritual/philosophical dimensions of life as they relate to our conceptions of technology. A definition of technological literacy is advanced that provides a framework for the analysis. The literature review takes a needs-based approach to describe the nature of each domain (i.e., participatory democracy, daily life, work, dehumanization) and define what skills/knowledge are essential to technological competence in each. The essential knowledge, skills, and dispositions that enable individuals to confront technology, comprehend essential aspects of it, put it into an appropriate/functional context, and control it, are discussed. Each domain is analyzed in detail along these four dimensions (i.e., confront, comprehend, contextualize, control) with a set of summary grids that provide an overview. (Contains 50 references.) (Author/MES)

ED 437 034 IR 019 862

Van Duzer, Eric
Exploring Technology Education.
SPONS. AGENCY- National Center for Research in Vocational Education, Berkeley, CA.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Active Learning; Classroom Techniques; Cooperative Learning; *Course Content; Curriculum Design; *Curriculum Development; Educational Objectives; *Instructional Design; Integrated Curriculum; Interviews; Learning Modules; Middle Schools; Teacher Background; Teacher Role; Technological Literacy; *Technology Education; Vocational Education
IDENTIFIERS- California

Modular middle school technology programs, generically called Exploring Technology Education (ETE) courses, are described and analyzed to determine their strengths and weaknesses and their appropriate role in middle school curricula. Interviews were conducted with teachers, officers of the Exploring Technology Educators Association, vendors and developers of the ETE modules, and a variety of others with an interest in technology education in California. Materials were collected and analyzed, and classroom visits were conducted. The study found that ETE courses motivated students, were complex and difficult for teachers, were expensive for schools, and produced a particular set of learning outcomes that emphasized personal exploration and developing confidence rather than facilitating technical competence. Various potential outcomes are described, and findings of how well the modular format and technology-centered activities supported these different curricular goals are reported. The paper covers the following major topics: (1) the

Flexible scheduling in school libraries can provide a mechanism for achieving the learning goals and objectives of both the school library program and the curriculum by making information available at the point of need and by promoting use of the library and its services at a relevant moment instead of on a predetermined schedule. This pilot study examined the successful implementation of flexible scheduling in six elementary schools where no funding was received to support implementation. Specifically, the study examined: why flexible scheduling was implemented in elementary schools where funding was not contingent on it; factors that influenced implementation; and stakeholders' basis for their claim of the success of implementation. Telephone interviews with librarians, principals, and teachers provided the data. The preliminary results indicate that, in those schools with successful implementations, flexible scheduling was only a tool to achieve another internal curricular objective, such as curriculum integration or literacy improvement. In addition, education of stakeholders is essential; it must emphasize strategies for effective use of the programs supported by flexible scheduling and their potential learning outcomes rather than simply provide information on how flexible scheduling works. (Author/MES)

ED 437 054   IR 057 590

Haycock, Ken; Cavill, Pat
Connecting Marketing and Implementation Research and Library Program Development: A Case Study of the Implementation of U.S. National Guidelines and Standards.
PUB DATE- 99
NOTE- 14p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Change Strategies; Elementary Secondary Education; Guidelines; Learning Resources Centers; Library Development; *Library Planning; Library Services; *Library Standards; *Marketing; Models; National Standards; Program Development; Program Implementation; Research Methodology; *School Libraries; Staff Development
IDENTIFIERS- American Association of School Librarians; *Information Power (AASL AECT); Market Research; *Marketing Research

This case study examined: (1) what market research is required for planning for the implementation of "Information Power: Building Partnerships for Learning," the 1998 national guidelines for effective school library media programs; (2) what issues need to be addressed and what target audiences are required to effect change, as well as how these might best be identified and reached; and (3) what the implications are of research in program implementation and staff development for the implementation of these national guidelines and standards. The American Association of School Librarians (AASL) developed a detailed plan, with more than 30 specific objectives and more than 75 target audiences, for the implementation of "Information Power." Clear delineation of responsibilities at the national, state, district and school levels was a key part

DESCRIPTORS- Access to Information; Comparative Analysis; Content Analysis; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Learning Resources Centers; Longitudinal Studies; Material Development; Models; *School Libraries; *World Wide Web

IDENTIFIERS- Home Pages; Links (Indexing); United States; *Web Page Design; *Web Sites

Based on research conducted in 1996 and 1999, this paper discusses theoretical issues and provides an overview of the purposes for which school libraries are creating and maintaining home pages or World Wide Web sites. In 1996, a content analysis was performed of Web sites of 50 school libraries in the United States, Australia, Canada, Sweden, Singapore, Iceland, Kuwait, New Zealand, and Norway. A longitudinal study was designed in 1999 to examine: whether the Web pages/sites included in the 1996 study have been developed further or improved; the current "state of the art" in terms of school library Web sites; overall improvement in the school library Web pages/sites; differences in aims, purposes, design, organization, and content of school library Web pages/sites between 1996 and 1999; and new ways of organizing links and any evidence of a developing consensus about the best way(s) of organizing links for effective use. The research has implications for those who are planning a Web page/site for their school library/media center; it provides information about what other school libraries/media centers have done and suggests some pitfalls that might be avoided. It also suggests areas for further study, notably the possible development of a model that might be used for the evaluation of school library Web sites. (Contains 42 references.) (MES)

ED 437 073 JC 000 033

Hood, James A.; Miller, Michael T.; Pope, Myron L.
Challenges, Roles, and the Future of 2-Year College Presidents.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Effectiveness; Administrator Qualifications; *College Presidents; *Community Colleges; Leaders; Leadership; *Leadership Qualities; Leadership Responsibility; Leadership Training; *Management Development; Two Year Colleges

This study explores the professional dimensions of being selected for and maintaining the position of a two-year college president. The exploration was based on a survey of 96 college presidents regarding what they perceived to be the factors contributing to their selection as president, the job challenges, and the future of the community college presidency. Researchers examined the data to rank those perceptions, skills, challenges, tasks, and strategies identified by college presidents as most important to their current positions. Results include: (1) communicator was perceived to be the most significant role of a president, followed by innovator and facilitator; (2) presidential challenges named were keeping pace with the increased costs of technology; increasing partnerships with industry; encouraging the maintenance of high-quality faculty; addressing issues of professional growth and training for administrators, faculty, and staff; obtaining financial resources; encouraging more articulation between high schools and their institutions; and identifying leadership potential from among the faculty and support staff; and (3)

ED 437 094 JC 000 054

Retention of Fall 1994 First-Time Students by Race.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Attendance; College Freshmen; Community Colleges; Developmental Studies Programs; English (Second Language); *Enrollment Influences; Ethnic Groups; *Minority Groups; Remedial Programs; *School Holding Power; Student Behavior; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Northern Virginia Community College

The Office of Institutional Research (OIR) tracked all students who first enrolled at Northern Virginia Community College (NVCC) in the fall of 1994 for three years to learn the proportion and characteristics of those who were retained each semester. Retention rates were compared across different racial groups to answer the question of whether there were significant variations in retention rates across different racial groups, and what effect this may have on the retention rates at NVCC as an institution. To study retention patterns, OIR looked at the data for two major groups of students: all first-time students in the fall 1994 semester, and first-time students who were only enrolled full-time in the fall 1994 semester. OIR also examined both cohorts to see whether enrollment or non-enrollment in developmental or ESL courses during fall 1994 or spring 1995 had any relation to retention patterns. During their first year at NVCC, first-time students who enrolled in developmental courses had a higher retention rate than first-time students who did not take these courses. Overall, for the fall 1994 cohort of first-time students, the group with the highest retention rate was Asian students, followed by Hispanic students. Black and White students had the lowest retention rates. For full-time students, the retention rates were higher, but the same racial patterns were evident. (Contains 12 figures and 6 tables.) (VWC)

ED 437 095 JC 000 055

Martorana, S. V.
A Community College Plan -- for Lethbridge, Alberta.
PUB DATE- 51
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Campus Planning; *College Planning; Community Colleges; Educational Development; Educational Facilities; *Educational Facilities Planning; *Educational Needs; Educational Planning; Educational Policy; Educational Trends; *Long Range Planning; School Construction; Two Year Colleges
IDENTIFIERS- *Lethbridge Community College AB; *Lethbridge School District AB

This seminal 1951 report presents the facts about the city of Lethbridge in Canada and the region surrounding it, which are pertinent to the main inquiry, namely, the need for and feasibility of a community college in the locality. The first major section of the report is concerned with the evidence of need for educational opportunity beyond Grade 12 in the Lethbridge area. It considers the role of the city and area as training program, How to Put Your Course Online (appended in this report), as part of the faculty development initiative. It describes lessons learned in the process of developing a faculty development model, which included utilizing a hybrid of many staff development models. (Contains 12 references.) (UWC)

ED 437 114 JC 000 075

Miller, Charles J., Jr.
Use of the Internet in Teaching Mathematics in the Community College.
PUB DATE- 99
NOTE- 15p.; In: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University, 1998-1999; see JC 000 068.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Mathematics; *Community Colleges; *Computer Mediated Communication; Computer Uses in Education; *Educational Technology; Learning Strategies; *Mathematics Instruction; Mathematics Teachers; Teacher Attitudes; Teaching Methods; Two Year Colleges; *World Wide Web
IDENTIFIERS- *New Jersey

This study focuses on one narrow segment of the electronic technology revolution--the utilization of the Internet in community college mathematics courses. The study's primary interest is in community college mathematics programs in New Jersey. Thus, it considers the general use of the Internet by the mathematics departments in New Jersey's nineteen community colleges. The second component moves to the national level, which focuses on the use of the Internet to offer on-line mathematics courses rather than on the general use of the Internet. The goals of this component were to see how New Jersey compared to the nation in this area and to get input from mathematics faculty members who already offer on-line courses. Out of the 774 web sites for two-year colleges across the country in the study, 34% indicated that the college offered on-line courses, but only 10% indicated that they offered on-line mathematics courses. Several possible reasons are offered to explain the scarcity of on-line math courses. If colleges plan to offer on-line courses, they must be ready to provide a 24-hour help line for students. Technical support for faculty must include training on Web site development, strategies for using the Web effectively, and on how to use necessary software, e-mail, and chatrooms. Educators need to determine the characteristics that will allow a student to be successful in an on-line course. Adequate hardware is also a major consideration in going on-line. The survey instruments are appended. (UWC)

ED 437 115 JC 000 076

Morgan, Doris C.
Cooperative Learning in the Community College Biology Classroom.
PUB DATE- 99
NOTE- 12p.; In: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University, 1998-1999; see JC 000 068.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

have been adapted to solidify partnerships; and (8) cite international and domestic factors critical to meeting the needs of the most vulnerable families. Each of the papers contains references. (HTH)

ED 437 134 PS 024 915

Montanari, Ellen Orton, Ed.
Get Well Care: Guidelines for Programs Serving Mildly Ill Children.
PUB DATE- 95
NOTE- 30p.; Prepared by the Arizona Sick Child Care Guidelines Committee, Phoenix.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Qualifications; Child Health; Communicable Diseases; *Day Care; Day Care Centers; *Disease Control; Early Childhood Education; Family Day Care; Hygiene; *Sick Child Care; *Standards
IDENTIFIERS- Day Care Quality

Although child care programs for mildly ill children are proliferating around the country, very few states have developed regulations for these types of programs, and no states have developed standards or guidelines. Based upon this concern, a group of medical and early childhood professionals, parents, and directors of programs for mildly ill children formed a state-wide (Arizona) committee to develop high quality yet reasonable guidelines that addressed both the medical and developmental needs of the mildly ill child. The resulting guidelines, presented here, cover 2 levels of programs: Level 1, for which the director should meet all of the requirements for licensed child care directors and have completed training in the areas of communicable disease control, recognition and care of usual childhood illnesses, and instruction on handwashing, feeding, and diapering; and Level 2, for which the director should be either a physician with recent pediatric experience, a pediatric nurse practitioner, or a registered nurse with recent pediatric experience. Following a list of definitions and descriptions of the two levels of care, the guidelines cover the following areas: (1) human resources; (2) professional consultation; (3) admission procedures; (4) inclusion and exclusion policies; (5) separation of ill and other children; (6) health related services; (7) interactions among staff and children; (8) activities; (9) equipment and fixtures; (10) hygiene; (11) diapering; (12) physical environment; (13) drinking water and fluids; and (14) infant care. Two appendices present an opposing point of view to the inclusion/exclusion policy, and a list of illnesses for nonadmittance to a regular child care program. (HTH)

ED 437 135 PS 025 015

UNICEF Annual Report, 1995.
PUB DATE- 95
NOTE- 99p.; Photographs may not copy adequately. For 1996 Annual Report, see PS 024 528.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

largest individual proportion of AQF course enrollments with 63.6 percent; male apprentices and trainees comprised 75.3 percent of all AQF and equivalent course enrollments; 49.3 percent enrolled in AQF and equivalent courses were aged 15-19; and major fields of study were engineering and surveying (37.1 percent), services, hospitality, and transportation (16.8), and architecture and building (15.6). These are the findings on module enrollment: they enrolled in an average of 11 modules, significantly more than the 6.7 for the general VET student population; they undertook an average of 298 hours of study; 65.6 percent undertook 200-540 hours of training, in contrast to 25.8 percent for all VET students; the major areas of learning were engineering and processing (30.1 percent), administration, business, economics, and law (13.4), built environment (12.4), and hospitality, tourism, and personal services (12.2); and 64.9 percent of module enrollments resulted in a successful module completion. (A glossary is appended.) (YLB)

ED 436 638   CE 079 483

Australian Apprentices & Trainees Statistics: Trends 1995 to 1998. An Overview.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Apprenticeships; Education Work Relationship; Enrollment; *Enrollment Rate; Females; Foreign Countries; Males; *Off the Job Training; Postsecondary Education; Secondary Education; Tables (Data); *Technical Education
IDENTIFIERS- *Australia

A study provided information about trends in Australian apprenticeships and traineeships from 1995-98. The number of vocational education and training (VET) commencements grew strongly from 64,470 to 133,750; the number in training grew from 144,990 to 206,370; and the number of completions grew from 31,560 to 52,070. Although the proportion of younger people in commencements and numbers in training decreased, the participation rate for all age groups increased. All major occupational categories experienced growth in commencements, completions, and numbers in training, although the rate of growth varied considerably between the various occupational categories, causing a shift in proportional distributions. Commencements and numbers in training comprised a strongly and steadily increasing proportion of females. Although the number of commencements for each age cohort grew for each year, the growth was clearly more marked for the older age cohorts. All main categories of employer type, except the Commonwealth Government, showed strong growth in the number of apprentices and trainees employed by them. The proportional distribution of commencements by employer type remained similar over the same period. Most categories of geographic region of apprentices' and trainees' normal place of residence experienced growth. (Appendixes include a glossary and 14 apprentice and trainee population data tables.) (YLB)

ED 436 639   CE 079 484

Australian Vocational Education and Training Statistics, 1998. An Overview.
SPONS. AGENCY- Australian National Training Authority, Melbourne.

selection; employer engagement; quality of adult relationships; dropout prevention; college attention rates; and wages in first jobs. The following four factors have contributed to STC's weakening as a national reform initiative: (1) political realignments; (2) complexity and ambition of the STC vision; (3) implementation choices; and (4) conflict between implementation of standards-driven reform and STC's experiential, outside-the-classroom core. Five priorities can advance what is best in STC: (1) focus on high school; (2) focus on postsecondary institutions and connections; (3) promote STC principles within other education and workforce initiatives; (4) fund the local institutional base for long-term school-community partnerships; and (5) fund research to improve design and implementation. (Contains 27 endnotes.) (YLB)

ED 436 658 CE 079 515

Camp, William G., Ed.
American Vocational Education Research Association (AVERA) Annual Research Meeting in Conjunction with the Annual Convention of the Association for Career and Technical Education. Proceedings (Orlando, Florida, December 11-13, 1999).
PUB DATE- 99
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; *Career Education; Classroom Techniques; *Education Work Relationship; Educational Needs; Employment Potential; Foreign Countries; Job Skills; Labor Force Development; Marketing; Office Occupations Education; Performance Factors; Postsecondary Education; Secondary Education; Teacher Certification; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- Jamaica; Zimbabwe

This document contains 14 research papers presented at the American Vocational Education Research Association (AVERA) annual meeting. The following papers are included: "Factors that Influence Students to Attend 4-Year Automotive Programs" (Gregory G. Belcher, Robert L. Frisbee); "The Training Needs of Vocational Teachers for Working with Special Needs Learners" (Samuel E. Cotton); "High Schools that Work: Improving Skills in Reading, Mathematics, and Science in Agricultural Education Students" (James Flowers); "Development of a Perceived Needs Instrument for Georgia's Adult Agriculture Program" (Teresa Lynn Hamlin, Robert Wicklein); "Feedback Seeking in Training Settings" (K. Peter Kuchinke); "Philosophical Foundations of Human Resource Development" (K. Peter Kuchinke); "Life After College: Career Expectations of Division I African American Football Players" (Brenda A. Martin); "Large-Scale State Government Survey of Office Workers' Training Needs: Implication for Vocational Education" (Donna H. Redmann); "Academic and Agricultural Education in North Carolina" (Dana L. Roberson, Jim Flowers, and Gary E. Moore); "Negotiating the Transition from School-to-Work: Career-Related Characteristics and Postsecondary Attainment of Work-Bound Youth" (Jay W. Rojewski); "Concerns of Traditionally and Alternatively Certified Marketing Education Teachers" (Allen D. Truell); "Initiatives That Assist and Barriers That Hinder the Successful Transition of Minority Youth into the Workplace" (Rose Mary Wentling, Consuelo Waight); "Employability Skills Required for the 21st Century Jamaican Workforce: Implications for Education and Training" (Claudette Williams-Myers); and

SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Articulation (Education); *Curriculum Development; Educational Certificates; Foreign Countries; Lifelong Learning; *Outcomes of Education; Pilot Projects; Postsecondary Education; Program Development; Program Effectiveness; Secondary Education
IDENTIFIERS- *Australia

Since 1998 a consortium of six educational and community institutions in Australia have created a pathway into tertiary education for those not served by existing paths. The new path results in a Diploma of Further Education. The program is based on a philosophy of lifelong learning, including a foundation of eight lifelong learning goals. Curriculum has been developed to enable learners to work toward these educational goals through a learning experience based on recognizing and encompassing the multiplicity and connectedness of learning. Learners who do not complete all modules for the diploma may attain a Certificate IV of Further Education. The program is aimed at learners who return to adult community and further education (ACFE) but who lack the confidence to move on to study at a higher level through previously existing pathways. The program contains four core modules that students must take; they also must develop a portfolio of their learning experiences. The program also features learning mentors, who advise, guide, and befriend the students. An information packet, a curriculum framework, a learning mentor manual, and guidelines for conducting the program have been developed. Six pilot programs have been implemented. Approximately 17 students have been through the pilot, and all those who wanted to do so have applied to further education institutions or universities. (Contains 10 references.) (KC)

ED 436 678 CE 079 552

Marr, Beth
ANAMOL: A Creative Experience Using Communications Technology.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Computer Uses in Education; Discussion Groups; Distance Education; Educational Technology; *Faculty Development; *Inservice Teacher Education; *Interaction; Mathematics Instruction; Mathematics Teachers; Numeracy; *Online Systems; *Rural Education; Teacher Improvement
IDENTIFIERS- *Australia

The Adult Numeracy and Mathematics On-Line (ANAMOL) project investigated the use of online technology as a medium for professional discussion, networking, and collaboration among a small group of isolated adult numeracy practitioners in Australia. After investigation of several methods of online communication, freeware was selected because, in most concluded adolescents have unrealistic expectations and inconsistencies in their views for their future. Several challenges for teachers of adolescents became evident as the pre-service teachers examined the survey results. A major challenge is how to teach students to reconcile career goals and life goals when they conflict with each other. Some goals that lead to conflicting situations for adolescents include college versus marriage, living near home versus moving for jobs, and personality preferences versus taking jobs that are available. (Contains 17 references.) (JDM)

ED 436 696   CG 029 692

Esters, Irvin G.; Ledoux, Cindy L.
At-Risk High School Students' Preferences for Counselor Characteristics.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Characteristics; *Counselor Selection; *High Risk Students; High School Students; High Schools; Interpersonal Attraction; Physical Attractiveness; School Counseling; *School Counselors; *Student Attitudes

This study examines counselor characteristics, especially how the characteristics factor into the helping relationship. Prior research on this topic has been couched in the social psychology research on personal attraction and relationship development, which suggests that credibility, attractiveness, and influence are functions of the degree of similarity between source and receiver. The purpose of the study was to investigate the similarity and repulsion hypotheses, to discuss the implications for school counselors, and to establish from a representative at-risk high school sample, rank orderings of characteristics desired in counselors. Few studies have been conducted with high school students, and particularly none with high-risk students. The Preferences for School Counselor Characteristics was constructed and administered. Data from the study supported the similarity and revulsion hypotheses. Rank order preferences for counselor characteristics was consistent with previous reports of rankings from minority groups. It concludes that the study may have significance due to the very nature of counseling in the schools. Armed with the knowledge that students may prefer counselors similar to themselves, particularly as related to attitudes and values, the school counselors can begin to understand why some segments of the student body underuse counseling services. (Contains 10 references and two tables.) (JDM)

ED 436 697   CG 029 693

Garland, Teresa
Lifeskills Education: Perceived Effectiveness of a 4-H Out-of-School Program.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

Classroom.
PUB DATE- 00
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Content Area Reading; High Schools; Middle Schools; *Reading Aloud to Others; Reading Motivation
IDENTIFIERS- Read Along

This book shows middle school and high school classroom teachers how read-aloud excerpts from a variety of genres can be used in the content areas. The book aims to promote students' motivation to read and further study. It offers teaching ideas for special populations such as adult beginning readers and readers with disabilities. The book includes principles for selecting, locating, and using read-alouds. Each chapter begins with a brief introduction of the content area and its focus, after which three or four read-aloud and read-along selections are presented in detail, followed by some abbreviated selections. The eight chapters in the book are: (1) "Why Read Aloud?" (2) "Read-Alouds for Science"; (3) "Read-Alouds for Mathematics and Geography"; (4) "Read-Alouds for Social Studies"; (5) "Read-Alouds for English and Language Arts"; (6) "Read-Alouds for Music, Art, and Health/Physical Education"; (7) "Read-Alouds for Second Language Learners"; and (8) "Read-Alouds for Special Populations." Appendixes contain content area book lists, a list of journal columns on read-alouds, and a 31-item reference list. (NKA)

ED 436 717 CS 013 766

Read To Achieve: Securing a Bright Future for Our Children.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Grants; *Literacy; *Reading Achievement; *Reading Improvement; *Student Needs
IDENTIFIERS- *Colorado

This brochure discusses the "Read to Achieve" initiative undertaken by the state of Colorado because Colorado faces a literacy challenge. The brochure first states the problem and then proposes the solution (Read to Achieve). It uses a colorful, easy-to-see graphic design to show how the initiative works. The brochure contends that children who receive the help they need to become proficient readers: they succeed in school; are prepared to master complex subjects; are more likely to graduate from high school and go on to college; have increased self esteem; and are prepared to succeed in life. (NKA)

ED 436 718 CS 013 767

Gates, Louis
Letter-Sound Relationships of Phonic Cells.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English

observing what the child can do, determining what the child needs to learn to do, and providing appropriate learning opportunities. Reading Recovery teachers look for patterns of responding across the lesson to inform their teaching. Running records taken during a lesson provide examples of patterns of responses that inform teaching priorities, in particular the child's processing problems. Detailed analysis of two running records illustrates the process the teacher may go through to determine what the child can do and needs to learn to do: summarize the running record; look for patterns of responding; and provide learning opportunities that will move the child forward in the reading process. Contains 2 running records. (RS)

ED 436 737 CS 013 789

Jones, Noel
Helping the Hard-to-Accelerate Child: Problem-Solving the More Difficult Cases.
PUB DATE- 97
NOTE- 9p.; This article appears in ED 435 969.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; *Early Intervention; Instructional Effectiveness; Learning Problems; Primary Education; *Reading Difficulties; Reading Instruction; Reading Programs; *Student Needs; *Teacher Effectiveness; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Reading Recovery Projects

This paper addresses helping children in Reading Recovery who are not responding to instruction: it focuses on conditions that are under the control and influence of teachers and teacher leaders, leaving aside questions of whether the school program or district implementation may be flawed. Sections of the paper address: (1) lack of acceleration as an implementation issue; (2) lack of acceleration as a teaching issue; and (3) beginning the analysis: checking on yourself. It then presents four scenarios that discuss problems that often arise in teaching Reading Recovery children: the child does not take on the task of learning; processing problems with text reading; the child has difficulty remembering; and processing problems in hearing sounds in words. It concludes that teachers must consider each child individually. Contains 12 references. (EF)

ED 436 738 CS 013 790

Skandalaris, Lee
Teaching for Strategies in Writing: Maintaining the Balance between Composing and Transcribing.
PUB DATE- 98
NOTE- 8p.; This article appears in ED 435 969.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- *Childrens Writing; Classroom Techniques; *Early Intervention; Instructional Effectiveness; Primary Education; Spelling; *Teacher Role; Verbal Development; Writing Processes; *Writing Skills; *Writing Strategies
IDENTIFIERS- *Meaning Construction; *Reading Recovery Projects;

IDENTIFIERS- National Council of Teachers of English

This pamphlet presents a position statement by the National Council of Teachers of English on reading, suggesting that reading is a complex act of constructing meaning from print. It argues that during interactions with other readers, people learn to read critically, to question what they read, and to respond in a certain way. To make sure that all individuals have access to the personal pleasures and intellectual benefits of full literacy, the pamphlet argues that society and schools must provide students with (1) access to a wide range of texts; (2) ample time to read a wide range of materials; (3) teachers who help them develop an extensive repertoire of skills and strategies; (4) opportunities to learn how reading, writing, speaking, and listening support each other; and (5) access to the literacy skills needed in a technologically advanced society. It also suggests that all teachers need an extensive knowledge of language development; all administrators need to secure funds and provide opportunities for professional development; and all educational stakeholders need to understand that they can best support beginning and advanced readers by participating actively in public conversation about the goals of literacy learning. (RS)

ED 436 761 CS 013 816

Remaly, Beth K.
Increasing the Literacy Growth of Kindergarten Students through Developmentally Appropriate Emergent Literacy Practices.
PUB DATE- 99
NOTE- 79p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Action Research; Classroom Environment; *Developmentally Appropriate Practices; *Emergent Literacy; Instructional Effectiveness; Integrated Activities; Kindergarten; Kindergarten Children; *Language Arts; *Parent Participation; Primary Education; *Reading Improvement; Thematic Approach; *Writing Improvement

This practicum was designed to increase the literacy growth of kindergarten students through the use of developmentally appropriate emergent literacy practices. The kindergarten language arts curriculum did not meet the diverse literacy needs of the kindergarten students. The goal of the practicum was to meet the diverse literacy needs of the kindergarten students. The writer developed eight integrated thematic units that incorporated emergent literacy instructional strategies, i.e. read-alouds, story retell using props, shared reading, acquisition of unit related vocabulary, music and art activities, and writing activities. The writer also developed a home-school connection designed to create a link between home and school and to provide parents and students with an opportunity to work together to improve literacy skills. In addition the writer created a print-rich classroom environment to promote literacy and literacy awareness. Data from a teacher-made questionnaire completed before and after the practicum implementation indicated that teachers were successful in implementing the emergent literacy instructional strategies. Teachers also reported on the effectiveness of the integrated thematic approach to instruction, the home-school connection, and the print-rich classroom environment. Contains 45 references; an appendix presents a teacher questionnaire. (Author/RS) reading quilt, and riddles that require research are a few of the activities in the third chapter entitled "Explorations." Other activities in the chapter vary in focus, but they have several things in common: they inspire teachers; they motivate students; and they offer opportunities for genuine learning in the classroom. (RS)

ED 436 784 CS 216 967

Jones, Donald
A Pragmatist Approach to Academic Discourse: Teaching the Conflict over "Stuffy B.S."
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (50th, Atlanta, GA, March 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; Discourse Analysis; Higher Education; *Language Processing; Student Reaction; *Writing Attitudes; *Writing Improvement; *Writing Instruction; *Writing Strategies
IDENTIFIERS- *Academic Discourse; *Academic Language; Composition Theory; Discourse Conventions; Purpose (Composition)

This paper advocates a pragmatist approach to teaching the composition of academic discourse. It discusses teaching directly the conflicting positions of academic discourse as elitist jargon or as key to advanced conceptualization. The suggested pedagogical method involves the examination of academic discourse in general, and the procedure of having each student investigate the discursive practices of his or her particular major. It concludes that: (1) the primary concern of students was what they perceived as the implied submissiveness of the audience to academic discourse; (2) engaging students in the conflict encouraged them to confront and understand the difficulties they felt; and (3) through their engagement in and representation of this conflict, students were taught to utilize and participate in academic discourse. Contains 20 references. (EF)

ED 436 785 CS 216 968

Warner, Mary
Teaching the Madeleine L'Engle Tetralogy: Using Allegory and Fantasy as Antidote to Violence.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Development; *Adolescent Literature; *Allegory; Conflict Resolution; Elementary Secondary Education; Emotional Response; *Fantasy; *Literature Appreciation; Science Fiction; Twentieth Century Literature; *Violence
IDENTIFIERS- *L Engle (Madeleine); Theme (Literary)

The allegory and fantasy in Madeleine L'Engle's four novels: "A Wrinkle in Time," "A Wind in the Door," "A Swiftly Tilting Planet," and "Many Waters," make the books powerful means for enter; (2) the basic course should prepare students to be effective communicators in multiple situations--the course best suited to establish the foundations of communication competence is the hybrid course; (3) communication educators need to identify the specific skills they want students to understand and practice in the basic course; (4) the basic course offers an opportunity for students to know, practice, and master specific communication skills; (5) studies and reports suggest that the communication skills undergraduate students should learn may be grouped into five areas: listening skills, interpersonal communication skills, group communication skills, public speaking skills, and strategic skills for participation in varied communication situations; (6) preparing students to be fluent oral communicators in their future personal and professional lives should be a central goal specific to the basic course; and (7) communication educators need to take control of the basic course, to make decisions based on research and data. Contains 20 references. (NKA)

ED 436 806 CS 510 187

Hugenberg, Lawrence W.
Acceptable Verbal Skills in the Basic Communication Course.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Instructional Effectiveness; *Introductory Courses; *Language Usage; *Speech Communication; *Speech Skills; *Student Needs; *Textbook Content; Textbook Research
IDENTIFIERS- Communication Context; *Speech Communication Education

Beginning communication course textbooks typically discuss language theory and skills--the authors' attempts to help students learn and use language appropriate to the occasion and the audience. These discussions are usually included in public speaking and hybrid textbooks for the basic course. There is a movement in general education requirements at United States colleges and universities that identifies oral communication education as a goal to be attained in order to be considered an educated citizen. This movement raises the important issue: what level of oral fluency or literacy is needed for students to pass the basic communication course. Since these courses are included as central to a college or university's general education, communication educators need to teach students to be fluent orally. The central question is: Are students prepared with the skills necessary so that when they speak, people listen? This paper reviews sections of basic communication texts that include the discussion of language and language usage. This study summarizes the instructional literature on language usage in many popular basic communication course texts (n=13). The advantages of identifying and highlighting the skills necessary for oral communication fluency are discussed. Contains 13 references. (NKA)

ED 436 807 CS 510 189

Cook, Susan L.

Veugelers, Wiel; Zijlstra, Henk
Restructuring Secondary Education in the Netherlands: Between Control and Autonomy.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Policy; Foreign Countries; Government School Relationship; High Schools; Participative Decision Making; School Administration; *School Based Management; School District Autonomy; *School Restructuring; *Teachers
IDENTIFIERS- *Netherlands

This article analyzes the effects of senior secondary-education reform in The Netherlands and the effects that these changes have exerted on teachers. It focuses on the way that changes, such as profiles, new exam programs, and alterations in "study house," interacted with and influenced teachers' tasks. The paper provides an overview of the reforms and the move toward autonomy as government came under increasing pressure to reduce its controlling role. One result of reform is the improved link between secondary education and higher education, leading many teachers in secondary education to renew their relationship with a university or college in their region. The increased emphasis on attainment levels and the raising of standards also exerted change on teachers' jobs. Teachers use subject matter that is defined in more detail, and a standardized exam narrows the possibilities for teachers to place their own emphasis on certain aspects of the subject matter. Independent learning has been heightened with the reforms, which lightens teachers' involvement but undermines a centralized pedagogy that can help maintain class discipline. Teachers also find their tasks more differentiated and see themselves as becoming more accountable with the ascendance of local control. (Contains 25 references.) (RJM)

ED 436 827 EA 030 154

Keedy, John; Heuts, Cindi
State Centralization, Autonomy, and the EA Professoriate: A Case Study.
PUB DATE- 97
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; *Educational Administration; Educational Change; *Government School Relationship; Higher Education; *Institutional Autonomy; Instructional Leadership; Principals; School Administration; Standards

This paper presents a case study that examined trends in centralization and loss of autonomy in higher education. The study focused on the policy process through which one state both reduced its education administration (EA) programs and developed standards for administrator licensure. Participants integration, inquiry, change, and vision that contribute to the TLC Project. The appendix describes the methodology. (Contains 30 references.) (RJM)

ED 436 846 EA 030 176

Gaston, Alonzo; Kelley, Sonja; Abowitz, Kathleen Knight; Rousmaniere, Kate; Solomon, William
Collaboration within and without: The Case Study of Taft High School. Transforming Learning Communities.
PUB DATE- 99
NOTE- 104p.; For other case studies from the Transforming Learning Communities Project, see EA 030 169-181.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Case Studies; Change Strategies; *Educational Change; Educational Improvement; High Schools; Models; School Community Relationship; *School Restructuring; Teamwork
IDENTIFIERS- Cincinnati Public Schools OH; Overage Students; *Transforming Learning Communities OH

This book is part of a series of case studies that demonstrate better ways to educate Ohio's students. The case study is part of the Transforming Learning Communities (TLC) Project, designed to support significant school-reform efforts among Ohio's elementary, middle, and high schools. This report describes the implementation of an innovative program at a high school in Cincinnati, Ohio. The text provides an overview of the school and the West End Community of Cincinnati. It describes school-reform efforts in Cincinnati and the high school. The book details the challenges that the students and supporting adults faced, describing of the administrators, teachers, and support services. It looks at the overage and the dropout problems in the school and the various strategies that were used to combat these difficulties. It examines the role of community partnerships in school reform and the Taft Career Academic Program, a restructuring of the school in which a career-focused program with a solid academic framework was introduced in the school. The report also looks at teaming and its impact throughout the school. The last two chapters discuss the classroom environment and the importance of inquiry, collaboration, and transformation in school renewal. The appendix describes the project methodology. (Contains 30 references.) (RJM)

ED 436 847 EA 030 177

Berkowitz, JoAnn M.; Uline, Cynthia L.
A Changing School Culture: The Case Study of Galion Middle School. Transforming Learning Communities.
PUB DATE- 99
NOTE- 79p.; Prepared in collaboration with Andrew Johnson, Pamela Swart, Tim Miller, and Darrell Lemke. For other case studies from the Transforming Learning Communities Project, see EA 030 169-181.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Case Studies; Change Strategies; *Educational Change; Educational Environment; Educational Improvement; Educational Technology; Instructional

information about free Internet resources, retail stores, a special section on technology designed to help students with organizing their daily lives, a section featuring products under development, and a sampling of "first hand accounts" written by people who use technology for memory and organization. Section 1 offers a framework for choosing technology for memory and organization and covers asking questions prior to selecting technology, the requirements of the task and the person, device-related features, the environment, sources for purchase and funding, and first-hand accounts. Section 2 provides an overview of assistive technology products including medication reminders, calendar and activity management, other daily activities, products for students, and products under development. Seven appendices include: mail order catalogs, manufacturers and developers, software, free Internet resources, retail stores and their typical products, people and organizational resources, and selected articles and books. (Contains 23 references.) (DB)

ED 436 867 EC 307 540

McNamara, John K.
Social Information Processing in Students with and without Learning Disabilities.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Elementary Secondary Education; Foreign Countries; *Interpersonal Competence; *Learning Disabilities; *Memory; Models; Peer Relationship; Short Term Memory

This paper examines differences between students with and without learning disabilities (LD) in processing social information within the context of a social information processing model. It proposes that language problems may not be the sole cause for poor social skills in students with learning disabilities and suggests that social remediation programs consider the possible underlying processing difficulties that may affect these students and their ability to process social information. The paper first explains the social information processing model. It concludes that this model assumes processes that occur at a rapid rate and largely at an unconscious level, with conscious processing taking place only in relatively novel situations with attention given only while such information is in short term memory. The paper then examines characteristics of students with learning disabilities and their characteristic difficulties with memory in information processing. The following section connects students with LD to social information processing by showing how memory processing difficulties affect these students' social perceptions. The final two sections discuss poor social relational behavior in students with and without LD and implications of this theory for social skills intervention. (Contains 21 references.) (DB)

ED 436 868 EC 307 541

Pickett, Anna Lou; Faison, Karen; Formanek, John
A Core Curriculum & Training Program To Prepare Paraeducators To Work in Inclusive Classrooms Serving School Age Students with Disabilities. Second Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative

It offers a definition of learning disabilities that emphasizes the presence of significant differences in how the student processes or manages information. Following an introduction, individual chapters have the following titles: (1) "Self Image and Motivation among Adolescents"; (2) "How Learning Disabilities and/or Attention Deficit Hyperactivity Disorder Impact on Self Image from Birth through Adolescence"; (3) "The Emotional Cost for an Adolescent of Having a Learning Disability and/or Attention Deficit Hyperactivity Disorder, Especially When the Problem Is Undiagnosed"; (4) "Purposeful Failure or Risk Avoidance, a Reaction to Frequent, Unpredictable Failure at Any Age"; (5) "Recognizing the Risk Avoidant Adolescent"; (6) "The Relationship of Prosody and Other Nonverbal Communication Skills to Self Image and Motivation"; (7) "Management of Risk Avoidant Behavior"; (8) "Predicting the Depth of Self Image Problems in Adolescents"; and (9) "Historical View of Learning Disabilities and Attention Deficit Hyperactivity Disorder: Confusion over Definitions". (Contains references.) (DB)

ED 436 886   EC 307 559

Keys to the Schoolhouse Door: Educating All Children.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict Resolution; Curriculum Development; *Delivery Systems; *Disabilities; Due Process; Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Financial Support; *Inclusive Schools; Individualized Education Programs; Preschool Education; Public Schools; Regular and Special Education Relationship; *Student Placement; Teacher Collaboration
IDENTIFIERS- Missouri

This booklet was developed in response to input from six regional forums held in Missouri in the spring of 1996. The purpose was to solicit public perceptions about inclusive school practices in public schools for students with and without disabilities, as well as to obtain stakeholder input on how to increase and improve inclusive education in Missouri. Through summaries and questions and answers, the booklet provides information on: (1) characteristics of inclusive schools; (2) the curriculum adaptation process; (3) the legal requirement for schools to educate students with disabilities in the general education classroom with supplementary aids and services to the maximum extent appropriate; (4) corresponding practices to the inclusion philosophy; (5) service delivery, including placement decisions, Individualized Education Program (IEP) team membership, IEP content; (6) conflict resolution; (7) supplementary aids and services; (8) the role of the general education teachers; (9) preschool children placement; (10) low incidence disabilities; (11) due process; (12) health and medical needs; (13) legal considerations pertaining to disruptive students, joint planning time, and safety; and (14) funding. The last part of the booklet provides information on effective practices that are available for professional development and for materials and products for training on inclusive practices. (CR) expertise, consultation and training to parents, consultation and technical assistance to service providers throughout the state, support for transition planning, dissemination of information about deaf-blindness and resources to service providers and families, collection of census data of students with deaf-blindness, and technical assistance for educating children with deaf-blindness in the least restrictive environment. Ongoing coordination and interagency collaboration occurred with public, private, local, and national resources. This report describes the project's conceptual framework and justification, goals and objectives, activities and accomplishments, problems, evaluation, and impact. Appendices include workshops and training evaluative data, results of satisfaction surveys, action plan follow-up data, and a sample newsletter. (CR)

ED 436 905 EC 307 578

Garland, Corinne W.; Osborne, Sheri C.
SpecialCare Outreach: Increasing Child Care Options for Children with Severe Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Caregiver Child Relationship; *Child Caregivers; *Curriculum Design; *Day Care; Infants; Knowledge Level; Models; Outreach Programs; Preschool Education; Program Evaluation; *Severe Disabilities; Toddlers; Training Methods

This final report describes activities and accomplishments of SpecialCare Outreach, a program designed to expand inclusive child care options for families of young children with severe disabilities through replication of the SpecialCare model of training while developing linkages for collaboration through interagency planning groups. The SpecialCare model for training builds on traditional caregiving roles and skills by expanding caregivers' knowledge and level of comfort so that they are willing and able to care for children with disabilities. Training provides information on inclusive child care, getting to know children with disabilities, building relationships with families, including young children with disabilities in daily activities, community services for young children with disabilities, and preparing for the child's arrival. The program trained 836 caregivers and helped 21 sites in 7 states to replicate the SpecialCare model. Evaluation of the program indicated an increase in caregivers' knowledge and comfort in providing child care to children with disabilities. Appendices include sample training materials, a curriculum outline, a replication agreement, a trainer needs survey, the table of contents for the planning manual, and SpecialCare newsletters. (Contains 42 references.) (CR)

ED 436 906 EC 307 579

Idaho Project for Children and Youth with Deaf-Blindness. Grant Performance Report, October 1, 1995 to September 30, 1999.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 25p.; For final performance report for 1995, see ED 391 297.

Countries; Instructional Innovation; *Landscaping; *Public Schools; Secondary Education; *Secondary Schools; Student Behavior; *Student Participation
IDENTIFIERS- Cross Discipline Education; England; *Playground Design

This 25-minute videotape briefly describes the current condition of many of England's secondary school grounds and shows what can be done to improve them. Empowering students to help in redesigning the surrounding school grounds into a conservation area is described. Examples are provided showing how grounds influence student social relations; positively impact behavior; provide opportunities for specific nature clubs; and offer opportunities for physical activities, including activities that consider students with physical and educational disabilities. Further, it explains the usefulness of school grounds for delivering the curriculum in environmental education as well as cross-curricular projects. How these projects contribute to creating responsible stewardship of the environment and instill pride in accomplishment concludes the video. (GR)

ED 436 926   EF 005 414

Young, Jane
Learning through Landscapes. Making the Best of Your School Grounds. Videotape .
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Facilities Planning; Foreign Countries; Instructional Innovation; *Landscaping; *Public Schools; Secondary Education; *Secondary Schools; Student Behavior; *Student Participation
IDENTIFIERS- Cross Discipline Education; England; *Playground Design

This 22-minute videotape describes how school grounds can be transformed into an educational and social development resource that can enrich the lives of students. It discusses design techniques that break up the school grounds into a variety of places and scale them to size to give students options on where to spend their time and what to do. How group projects held in outdoor areas can be used to teach such subjects as geography, conservation, the sciences, and communication are described. Considerations when developing school grounds are examined, including the needs of the school and surrounding community. Organizational tips and the importance of community participation and support when redesigning school grounds are addressed, as is the importance of having professional advice and support. Finally, the following key issues for managing grounds development are highlighted: timing; safety; vandalism; management and maintenance; and commitment. (GR)

ED 436 927   EF 005 453

Elementary School Educational Specifications: Facilities Planning Standards. Edition III.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Shaping Activity Areas.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, MD. Center for Studies of Child and Family Mental Health.
PUB DATE- 88
NOTE- 214p.; This second edition includes a major revision in the curriculum planning aspects of children's environments.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development Centers; Class Activities; *Educational Facilities Planning; *Educational Planning; Elementary Education; *Facility Guidelines; Preschool Education
IDENTIFIERS- *Learning Environments

Guidelines are provided for creating learning environments for children centers. The guide can be used for the creation of either new centers, the re-design of existing centers, or when remodeling existing buildings. Each of the activity areas that may be contained in a children center is described in terms of their objectives, design requirements, participants, and the molecular activities engaged in by children. The molecular activities describe what the expected range of behaviors might be in the activity areas. Diagrams are used to illustrate, but not determine, the way in which the activity areas should be organized. An activity factor evaluation chart and advice on playground planning conclude the document. (Contains 71 references.) (GR)

ED 436 951 EF 005 654

Guidance Manual: Asbestos Operations & Maintenance Work Practices. Second Edition.
SPONS. AGENCY- General Services Administration, Washington, DC.
PUB DATE- 96
NOTE- 472p.; For a companion guide, see ED 326-981.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asbestos; Check Lists; Educational Facilities Improvement; *Federal Regulation; Flooring; *Guidelines; Thermal Insulation
IDENTIFIERS- *Building Maintenance

This technical manual provides detailed guidance to building owners, asbestos program managers, and operations and maintenance (O&M) workers for managing asbestos-containing materials (ACM) in buildings. The manual addresses four different types of ACM found in buildings and three different levels of precaution which may be warranted by specific building conditions. A new regulatory appendix summarizes key regulations (OSHA, EPA, and DOT) affecting asbestos O&M work. Sections of the manual include: Initiating an O&M Program; Asbestos Program Manager General Procedures; Worker General Procedures; Surfacing Materials Work Practices; Thermal Systems Insulation Work Practices; Miscellaneous Materials Work Practices; and Resilient Flooring Work Practices. (CR)

ED 436 952 FL 023 570

Kontra, Miklos; Szekely, Andras B.

predictors of future achievement. Two types of bias occur in foreign language learning: self-enhancement bias, which pertains to students who are unrealistically optimistic about their ability to learn a foreign language; and self-derogation bias, which pertains to those students who have little or no confidence in their ability to learn a foreign language. The purpose of this study is to investigate the prevalence of these two biases and to compare students with these two biases, as well as those with accurate self-assessments of their foreign language performance, with respect to anxiety and overall academic achievement. Participants were 213 college students enrolled in Spanish, French, or German classes. Self-enhancement bias was more than three times as prevalent as self-derogation bias--47.4% versus 13.6% respectively. Students with self-derogation bias tended to have significantly higher levels of anxiety about foreign languages, while those with self-enhancement bias tended to have overall lower levels of academic performance. It is concluded that self-enhancement bias has a greater potential than does self-derogation bias to facilitate language learning because language learning anxiety has been implicated as a probable cause of language learning difficulties. Discerning and understanding these expectations may help foreign language instructors better target and help affected students. (Author/KFT)

ED 436 972 FL 026 096

Roca, Ana, Ed.; Lipski, John M., Ed.
Spanish in the United States: Linguistic Contact and Diversity. Studies in Anthropological Linguistics, 6.
SPONS. AGENCY- Florida Endowment for the Humanities, Tampa.; Florida International Univ., Miami.
PUB DATE- 99
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; *Dialects; Ethnicity; Junior High School Students; *Language Maintenance; *Language Minorities; *Language Variation; Limited English Speaking; Literacy; Mexican Americans; Non English Speaking; Oral Language; *Spanish; *Spanish Speaking
IDENTIFIERS- Clitics; *Language Contact; Mexico; *United States

This edited volume focuses on the linguistic aspects of the Spanish used in the United States today. The earliest studies in this field concentrated on rural Mexican-American Spanish in the Southwest. The parameters of the field have been extended in response to changing urban and demographic realities, and to paradigm shifts in linguistics itself. Growing numbers of linguists are interested in the intricate and complex issues relating language to society, education, ethnicity, the media, and politics. Research has also been expanding to include the study of the multiple subgroups that make up the more varied and complex Hispanic population. Chapter titles include the following: "Linguistic Heterogeneity, Civil Strife, and Per Capita Gross National Product in Inter-polity Perspective" (Joshua A. Fishman); "A Reconsideration of the Notion of Loan Translation in the Analysis of U.S. Spanish" (Ricardo Oyheguy); "The Dialects of Spanish Language Loyalty and Maintenance on the U.S.-Mexico Border: A Two Generation Study" (Margarita Hidalgo); "Spanish Clitics in a Contact Situation" (Manuel J. Gutierrez, Carmen Silva-Corvalan) ; "Language Choice in Hispanic-Background Junior High School Students in Miami: A 1988 Update" (Barbara Zurer Pearson, Arlene McGee); "Literacy

ED 436 993 HE 032 611

Report to New England Association of Schools & Colleges, Inc.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; Diversity (Institutional); Full Time Faculty; Higher Education; *Institutional Evaluation; Student Recruitment
IDENTIFIERS- *Keene State College NH

This report was submitted by Keene State College in response to the New England Association of Schools and Colleges' request for an update on Keene State College's progress in a number of areas. The college reports that it is pursuing both large-scale and focused planning activities using information that assesses institutional effectiveness. Assessment of learning outcomes is occurring or being planned in curricular and co-curricular areas. The college has increased the number of tenure-track faculty and developed processes that ensure that new faculty members are placed in disciplines with enrollment and programmatic needs. The school is also providing all academic disciplines with a consistent set of reports on programs and faculty workload on an annual basis. It has re-instituted its academic program review cycle, where the Senate Academic Overview Committee reviews all programs on a 7 year basis. A top priority at Keene State College is managing course offerings for students. As part of the school efforts, the academic deans are more closely involved in reviewing course demands, staffing configurations, and enrollment needs. Despite these efforts, there are still complaints from students that they cannot get the courses they want. However, the senior survey, administered to graduating seniors, does not indicate that students perceive course availability to be an impediment. The college plans to become more evidence-driven in its assessment of course availability in order to understand fully student needs and expectations. In addition to monitoring course availability, the school continues to pursue diversity goals. It has made modest gains in recruiting minority students and addressing campus climate and awareness yet has made significant gains in recruiting women faculty to the campus. (AA)

ED 436 994 HE 032 613

London, Scott
Seminar on the Professions and Public Life (Washington, DC, June 1998).
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, OH.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizen Participation; Citizenship Responsibility; Colleges; Higher Education; Journalism; Private Financial Support; Universities
IDENTIFIERS- Kettering Foundation

This seminar brought together professionals from three fields--higher education, philanthropy and journalism. Discussed at the seminar was the role that these professions play in public

This comparative case study investigated instructional methods that effectively enhance the development of students' critical thinking. Four institutions were selected for study; two at which students reported experiencing high degrees of growth in the ability to think critically, and two at which students reported experiencing low degrees of growth. Analysis of the data, which came primarily from 55 interviews and 28 classroom observations, suggests that the development of critical thinking is linked to an emphasis on writing and rewriting. At the two schools scoring high on an institutional growth in critical thinking (IGCT) measure, there was a strong focus on writing, a focus absent from the two schools that scored low on IGCT. At one school (high IGCT, low selectivity) a curricular policy stipulates that writing be an integral part of all course programs (which are taught by a multi-disciplinary team of faculty members). Another classroom factor that appears related to the development of critical thinking is an emphasis on class discussion, which again exists at the two high IGCT institutions. Appendices include a table showing selection criterion for case study sites, a summary of classroom observation data, and descriptions of categories for the observation data. (Contains 38 references.) (RH)

ED 437 014 HE 032 716

Velasquez, Patrick
The Relationship between Cultural Development, Sense of Belonging, and Persistence among Chicanos in Higher Education: An Exploratory Study. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Attendance; College Students; Cultural Awareness; Cultural Influences; *Culturally Relevant Education; Dropout Research; Ethnicity; *Higher Education; Hispanic Americans; Minority Groups; *Student Adjustment; Student Characteristics; Student College Relationship; Student Surveys
IDENTIFIERS- *ASHE Annual Meeting; *Chicanos; Hurtado (Elias); University of California San Diego

This study examines the relationship among Chicano students' sense of belonging to colleges and universities, their cultural development, and their subsequent persistence. A survey questionnaire was given to a random sample of 687 Chicano students at 3 institutions of higher education in San Diego: a University of California campus (247 students), a California State University campus (339 students), and a California Community College campus (101 students). A 47-item questionnaire measured students' cultural responses; an additional 4 items measured their sense of belonging (as defined by Hurtado 1997). Analysis of the data indicated a high degree of biculturalism, and the significant but modest contribution to a sense of belonging indicated by the cultural response factors reflects the likelihood that Chicano student perceptions of their campus experiences and their subsequent persistence may be affected by the students' degree of biculturalism. Factors contributing significantly to a sense of belonging include a reasonable comfort level in social affiliations with white students, knowledge of Mexican history, nature of ETE, including active education, activities and self-efficacy, classroom management, ETE curriculum, accommodating student differences, and social development in ETE courses; (2) content, including basic concepts, specific technical knowledge, current condition information, how-to information, historical context, social ramifications, and personal ramifications; (3) teachers, including teacher background and role; and (4) academic (cross-curricular) integration. (MES)

ED 437 035 IR 019 863

Liu, Yuliang; Ginther, Dean
How To Achieve Better Impressions in Computer-Mediated Communication?
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Research; *Communication Skills; *Computer Mediated Communication; Literature Reviews; *Nonverbal Communication; Paralinguistics; Social Psychology; Verbal Communication
IDENTIFIERS- *Face to Face Communication; *Impression Formation; Impression Management

This paper presents a review of the literature on impression formation in face-to-face (FtF) and computer-mediated communication (CMC) and provides impression management recommendations for CMC users in a variety of environments. The first section provides an introduction to impression formation. Factors affecting impression formation in FtF and CMC environments are presented in the second section. For FtF environments, these factors include nonverbal cues (e.g., visual, paralinguistic, and psychological) and verbal variables (e.g., language norms, standard discourse schemas, pragmatic/syntactic codes, language intensity/immediacy/diversity, powerful/powerless language styles, gender-related language, verbal influence strategies, and ironic remarks). Models of CMC environments are described, and verbal and nonverbal cues (e.g., chronemics/temporal aspects, primacy/recency effects, frequency/duration of messaging, and paralinguistic cues) are addressed. The third section presents verbal and nonverbal strategies for developing positive impressions in CMC. Verbal strategies include: following language norms; using standard discourse schemas selectively; using pragmatic and syntactic codes selectively; using intense language; using immediate language; using diverse language; using powerful language style; using appropriate gender-related language; selecting appropriate verbal influence language; and using appropriate ironic remarks. Nonverbal strategies include: using paralinguistic cues appropriately; taking into account chronemics; maintaining a high frequency of messaging; maintaining a long duration of messaging; manipulating primacy effect; manipulating recency effect; and ensuring no typing errors. (Contains 106 references.) (MES)

ED 437 036 IR 019 864

Gathercoal, Paul
Violence and the Media: Teaching Strategies and a Rationale.
PUB DATE- 99
NOTE- 14p.; Paper presented at the American Educational Research Association Annual Meeting (Montreal, Quebec, Canada, April 19-

of the plan. Marketing research allowed AASL to increase sources of information for planning and to report that information more clearly and consistently, to reduce error and to manage AASL's marketing program more aggressively. Research from the implementation of change and effective staff development was incorporated in the training for state coordinators. Implementation is now underway with documented achievement of the early objectives. Appendices include a planning model and a model plan for one target group (the National Association of Secondary School Principals). (Contains 13 references.) (Author/MES)

ED 437 055 IR 057 591

Hopkins, Dianne McAfee; Zweizig, Douglas L.
The United States National Library Power School Program: Research Evaluation and Implications for Professional Development and Library Education.
PUB DATE- 99
NOTE- 10p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; *Course Integrated Library Instruction; Curriculum Development; Elementary Education; Higher Education; *Instructional Improvement; *Instructional Leadership; Junior High Schools; Learning Resources Centers; *Librarian Teacher Cooperation; Librarians; Library Education; Library Funding; Library Role; Library Services; Library Surveys; Middle Schools; *National Programs; Partnerships in Education; Principals; Professional Development; Program Evaluation; *School Libraries; Teacher Education; Teacher Surveys
IDENTIFIERS- Administrator Surveys; *Library Power

The Library Power program is a school improvement initiative of the DeWitt-Wallace Reader's Digest Fund that began in 1988, designed to promote the full integration of the school library media program into the school curriculum in public elementary and junior high/middle schools. With a total investment exceeding $45 million, Library Power is the largest nongovernmental funding for school library media programs in over 30 years. It operated in approximately 700 schools and served more than one million students. Library Power sought to create a national vision of public elementary and middle school library media programs through the instructional leadership of the library media specialist and through partnerships within the district and with the community. This study summarizes selected findings of a national evaluation of Library Power and discusses implications for preservice and continuing education of teachers, principals, and library media specialists, as well as the likelihood of institutionalization of Library Power practices. The evaluation found that the Library Power initiative advanced the notion of a student-centered library media program in a learning community. It showed that, given the right conditions, school library media programs can promote positive opportunities for excellence in teaching and learning. (Author/MES)

ED 437 056 IR 057 592

institutional vision and revitalization was rated as the most important presidential leadership dimension. This document poses a need for preparation programs and continuing education on the basic skill of communication, and questions how this can be further developed to be broad-based and inclusive. (Contains 20 references.) (VWC)

ED 437 074   JC 000 034

Seppanen, Loretta; Stern, Paul
Distance Learning: The New Wave of Students. Revised.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Community Colleges; *Computer Mediated Communication; Computer Uses in Education; *Distance Education; Educational Change; Educational Development; Educational Technology; *Educational Trends; *Enrollment; Nontraditional Education; *Student Characteristics; Student Needs; *Telecourses; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

The rapid growth in the number of students taking classes via correspondence, video or television delivery in Washington state technical and community colleges during the last decade was largely due to the expansion of telecourse offerings and the recent growth of online (Internet-based) and interactive videoconferencing courses. In fall 1994, 1,926 Washington two-year college students (FTE) were enrolled in distance education courses; in 1998, the FTE enrollment rose to 3,011. About 80% of distance learning students also take classes that require attendance at the originating site. But the 20% of distance-learning-only students represent a fast growing "new wave" of college students. These students, taking classes at a distance because of full-time work, family obligations, or other life circumstances that preclude regular attendance in scheduled classes, will likely increase at a faster rate than other distance learning students. Highlighted statistics in this report include: (1) females make up 65% of distance education students; (2) the typical online student is between 26 and 27 years of age, compared with 23 for other distance learning courses; and (3) it is forecasted that, by fall 2003, Washington two-year colleges will enroll 7,700 distance learning students (FTE). Appended in the report is a table of Distance Learning FTEs and Students by College. (VWC)

ED 437 075   JC 000 035

Doud, Robert E.
The Hermeneutic Struggle: A Teaching Method.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Community Colleges; Convergent Thinking; Critical Thinking; Criticism; *Hermeneutics; Higher Education; Humanities Instruction; *Interpretive Skills; *Philosophy; Teacher Role; *Teaching Methods; Two Year Colleges

The first section of this two-part document, The Hermeneutic Struggle: A Teaching Method, explores the author's pedagogical explanation of a hermeneutic approach to teaching philosophy.

a commercial and industrial center in southern Alberta, trends in population growth, facts concerning enrollments of youth in school, and existing opportunities for higher education already present in the Province. There follows a section that describes the community college movement, potential advantages that a community college would bring to the area, and legal status of junior colleges in Alberta. The community college plan proposed for the city and the area of Lethbridge is described in detail in the third section. Physical, personal, and financial resources which can be drawn upon to maintain and support the program are discussed in the fourth section, and in the final portion, some recommendations are presented for implementing the projected community college plan with particular reference to the potential roles of the Provincial Department of Education, the University of Alberta, and local authorities in accomplishing the development. (UWC)

ED 437 096 JC 000 056

New Jersey State Commission of Higher Education on Fiscal Year 2001 Budget Policy Statement.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Educational Assessment; *Educational Finance; *Educational Improvement; Educational Needs; Educational Planning; *Excellence in Education; Financial Policy; Higher Education; Long Range Planning; Resource Allocation; State Colleges; State Programs; *Statewide Planning
IDENTIFIERS- *New Jersey

As the new millennium begins, the Commission on Higher Education urges the Governor and Legislature to enhance New Jersey's commitment to higher education and build on college and university strengths to meet the challenges of the future. The state's increasing investment to support college and university operations and facilities, student assistance programs, and programs to meet special needs is essential. Recognizing the desire to enhance quality, coupled with natural limitations on available resources, the plan calls on institutions to review, refine, and focus their programmatic missions. It encourages them to identify their strongest programs and make them competitive with peer institutions that are among the best in the region, the nation, or the world. Towards that end, the Commission recommends supplemental funding in Fiscal Year 2001 to assist institutions that are moving toward excellence in areas related to targeted state priorities. An investment in excellence is an opportunity to move New Jersey higher education into the upper echelon nationally, which will reverberate favorably on the state's competitive position. The foundational needs fall into five categories: operational support, capital support, student assistance, special academic programs, and systemwide support, which are individually addressed in this budget policy statement. (UWC)

ED 437 097 JC 000 057

Peterson, Mary
A Statewide Look at the Preparation of Nurses for the 21st Century.
SPONS. AGENCY- Montana State Office of the Commissioner of Higher Education, Helena.

DESCRIPTORS- *Biology; Cognitive Development; Cognitive Style; *College Science; Community Colleges; *Cooperative Learning; Group Activities; Group Discussion; Learning STrategies; *Science Education; Student Attitudes; Student Participation; Student Reaction; *Teaching Methods; Thinking Skills; Two Year Colleges

This paper criticizes traditional methods of science teaching for decreasing student interest in studying science. It describes cooperative learning and its usefulness in teaching biology so that the study of science becomes a social experience. The paper presents two methods used in biology lecture classes: the Introductory (Icebreaker) Workshop and the Small-Group Discussion. An example of each activity is presented in this paper. Students find that working in groups of three to five is less intimidating than raising their hands to ask questions or participating in class discussions. In small groups, students can all participate and the teacher is then free to circulate among the groups as a "guide at the side" rather than a "sage on the stage." Students lower their defenses and are thus more open to real communication and learning. The paper also explores the topics of computer-assisted cooperative learning and field trips. The paper argues that small-group cooperative learning is particularly important in the community college because of the diversity of the students, because students are commuters and do not have the time to get together on a regular basis out of class, and because it maximizes learning through a time-proven and well-researched activity. It gives students an increased chance of achieving course goals. (Contains 13 references.) (VWC)

ED 437 116 JC 000 077

O'Rourke, Jeannette
Non-Traditional Instruction.
PUB DATE- 99
NOTE- 15p.; In: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University, 1998-1999; see JC 000 068.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; *Classroom Environment; *Cognitive Style; *College Mathematics; *Community Colleges; Cooperative Learning; Educational Technology; Learning Strategies; Mathematics Education; *Remedial Mathematics; *Student Motivation; Student Needs; Student Participation; Teacher Student Relationship; Teaching Methods; Two Year Colleges

The focus of this paper is to present non-traditional or alternate instructional methods in remedial mathematics education at the community college level. However, these methods will apply to credit math courses as well as courses from other disciplines. With the large number of students needing remediation and the United States traditionally scoring low on international tests, educators at the community college level face the challenge of rethinking the curriculum and methods of instruction. Many students entering the community college are at a lower level academically because of lack of motivation, self-esteem, and maturity. The paper argues that community college instructors can make some differences in the classroom by altering their teaching methods to accommodate different learning styles. It introduces Ice Breakers as an essential instructional technique in the classroom because they create a relaxed atmosphere and diminish the feeling of

DESCRIPTORS- Access to Education; Annual Reports; Child Advocacy; *Child Health; *Child Welfare; Childrens Rights; *Developing Nations; Elementary Secondary Education; Foreign Countries; Human Capital; *International Programs; Nutrition; Sanitation; Sex Discrimination; Well Being
IDENTIFIERS- *UNICEF; United Nations Convention on Rights of the Child

This annual report for the United Nations Children's Fund (UNICEF) details the programs and services provided by this organization in 1994. Following an overview of the year and a remembrance of former UNICEF Executive Director James P. Grant, the report describes developments in seven world regions and in specific emergency countries. The report next describes the current status of efforts to improve children's rights. It then describes specific projects in the areas of: (1) child health; (2) nutrition; (3) water and environmental sanitation; (4) sustainable human development; (5) basic education; and (6) women and girls. Communication projects and publications intended for advocacy are also described. Additional sections list national committees, non-governmental and intergovernmental organizations working with UNICEF; resources; and maps, tables, and charts of UNICEF staff and finances. Throughout the report are individual profiles of various aspects of UNICEF work, such as modest progress for girls, communities mobilizing against AIDS, and funding for Rwanda emergency. (HTH)

ED 437 136   PS 025 071

Recursos/Resources: A Bibliography of Spanish-Language Family Day Care Training Materials.
PUB DATE- 94
NOTE- 25p.; A publication of the California Child Care Initiative Project.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Caregiver Child Relationship; Child Caregivers; Child Health; Day Care; Early Childhood Education; *Family Day Care; Instructional Materials; Nutrition; Parent Materials; Safety; *Spanish Speaking; Training Methods
IDENTIFIERS- California Child Care Initiative; *Caregiver Training; Parent Caregiver Relationship

This bibliography provides descriptions and contact information regarding resources produced by American and Canadian family day care training projects and other educational organizations for agencies working with Spanish-speaking family day care providers. Included are resources in the following areas: (1) "Recruitment Resources"; (2) "Family Day Care Training Manuals"; (3) "Licensing, Regulations, and Business Aspects of Family Day Care"; (4) "Health and Safety"; (5) "Food and Nutrition"; (6) "Working with Parents"; (7) "Working with Children"; and (8) "Resources for Programs Supporting Spanish-Speaking Family Day Care Programs." A list of magazines with articles in Spanish, organizations with resources in Spanish, and order forms in Spanish and English complete the document. (KDFB)

ED 437 137   PS 025 073

Bellm, Dan
Developing Family Day Care in Latino Communities: Experiences of the California Child Care Initiative.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; American Express

PUB DATE- 99
NOTE- 41p.; For a related document, see ED 431 120.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; *Enrollment; Enrollment Rate; Females; Foreign Countries; *Job Training; Males; Outcomes of Education; Postsecondary Education; Secondary Education; Student Characteristics; Tables (Data); *Trainees; *Vocational Education
IDENTIFIERS- *Australia

Analysis of the vocational education and training (VET) sector in Australia shows that almost 1.54 million students undertook training in the publicly-funded VET sector; 51.5 percent were males and 48.5 percent were females; since 1997, total annual hours of training increased by 10.6 million to 312.8 million hours; and 4 fields of study accounted for most training activity: business, administration, and economics; engineering and surveying; multi-field education; and services, hospitality, and transportation. In the total number of enrollments in VET subjects exceeded 10 million for the first time, and the 5 most popular areas of learning were administration, business, economics, and law; engineering and processing; mathematics and computing; hospitality, tourism, and personal services; and humanities. More than 70 percent of VET students successfully completed 1 or more subjects. Qualifications classified under the Australian Qualification Framework accounted for more than half of qualifications issued. The majority of training was funded from recurrent state and territory allocations for VET and Commonwealth funds. Technical and Further Education (TAFE) and other government providers accounted for 75 percent of VET students; community providers for 15.2 percent; and other registered providers for 9.8 percent. (A final section provides a page of key facts and figures for each state and Territory, technical and explanatory notes are appended.) (YLB)

ED 436 640 CE 079 487

Statistics 1999. Student Outcomes Survey. In Summary.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Education Work Relationship; *Employment Patterns; Foreign Countries; Graduate Surveys; *Job Training; National Surveys; Outcomes of Education; Postsecondary Education; Student Surveys; Tables (Data); *Technical Education; Technical Institutes; Trainees; *Vocational Followup
IDENTIFIERS- *TAFE (Australia)

A national survey obtained information from students who undertook vocational education and training (VET) during 1998 at a Technical and Further Education (TAFE) institute in Australia. Data came from graduates (students who completed their course and graduated with a qualification from a course) and module completers (students who successfully completed part, but not all, of the training necessary to complete a full qualification). Findings indicated the following: 87.7 percent of TAFE graduates were employed or in further study after their course; 72.8 percent of TAFE graduates were employed after their training; 67.5 percent of TAFE module completers were

"Perceptions of Technical Education Professionals Regarding the Purposes of Technical Education Programs in Zimbabwe's Secondary Schools" (Davison M. Mupinga). The articles include abstracts and lists of references. (KC)

ED 436 659 CE 079 516

Hubbard, Susan; Bell, Amy; Charner, Ivan
"We Need To Be in It for All 9 Innings": Lessons from Employer Participation in School-to-Career in Colorado.
SPONS. AGENCY- National Employer Leadership Council, Washington, DC.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; *Education Work Relationship; Educational Cooperation; Educational Resources; Elementary Secondary Education; Models; National Organizations; Nonprofit Organizations; *Partnerships in Education; Program Implementation; Resource Materials; *School Business Relationship; *Statewide Planning; Sustainable Development; *Systems Approach; Technical Assistance; *Vocational Education
IDENTIFIERS- *Colorado

Results of a large set of interviews and discussions conducted by the National Employer Leadership Council showed that approximately 23,000 businesspeople were involved in school-to-career partnerships in Colorado, as of January 1997. Colorado employers identified 12 lessons essential to efforts to build school-to-career systems: (1) recognize, articulate, and develop an organized response to a common need; (2) utilize a common framework to gather and organize information; (3) focus on initial partnership development; (4) involve all stakeholders from the outset; (5) recognize and give consideration to organizational and cultural differences; (6) prioritize areas of emphasis and make strategic use of resources; (7) incorporate flexibility to allow local resources and needs to shape partnerships' components; (8) emphasize the importance of coordinating strategies; (9) use data to inform progress and guide strategies; (10) recognize the value of external support; (11) recognize the value of internal support; and (12) work to institutionalize school-to-career efforts in order to build a sustainable system. Colorado employers also identified barriers to further progress. Among the items requested by employers were the following: access to high-quality information; improved coordination around teacher preparation; clearer definition of roles; and assistance from the national level to align existing systems and programs with an eye toward sustainability. (MN)

ED 436 660 CE 079 517

Kemp, Rodger
Economics.
SPONS. AGENCY- Minnesota State Dept. of Children, Youth, and Families, International Falls.
PUB DATE- 99
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

educational organizations, the use of online systems is complicated by conditions and limitations related to official enrollment or registration of all users. Using freeware packages had particular advantages, such as no cost, ease of use, and independence from outside organizations and people. The two packages selected were "People-Link" and "Discus"; this software was supplemented with electronic and postal mail. The project involved an induction session, followed by a series of discussions focused on weekly readings related to numeracy teaching and assessment issues. After a few weeks, most of the participants were fascinated with this new form of communication and gained confidence in its use. Advantages of this form of communication included the scope of the discussion, the ability to distribute it to all participants, and the ability to post messages whenever one wanted, rather than waiting for a gap in the dialog. Project outcomes included creation of a bank of adult numeracy teaching and learning activities made available online, reduction in isolation among practitioners, and increase in ability to use technology. Obstacles were mostly related to technological and access problems. (Contains 10 references.) (KC)

ED 436 679 CE 079 557

La Valle, Ivana; O'Regan, Siobhan; Jackson, Charles
The Art of Getting Started: Graduate Skills in a Fragmented Labour Market. IES Report 364.
SPONS. AGENCY- London Inst. (England).
PUB DATE- 00
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art; *Art Education; Career Education; *Career Guidance; *Career Planning; Design; *Design Crafts; Education Work Relationship; Educational Research; *Employment Patterns; Foreign Countries; Graduate Surveys; Job Skills; Postsecondary Education; *Skill Development
IDENTIFIERS- England

A survey of graduate skills was conducted based on the responses of over 1,000 people who completed Higher National Diploma or first degree art, design, media, and related courses at The London Institute. It assessed what skills respondents acquired and developed during their course and compared these with the range of skills used in their post-graduation careers. Findings indicated the following: intrinsic interest, enjoyment in the subject, and personal and artistic development were the main influences on London Institute graduates' choice of course; respondents gave high ratings to the development of creative ideas and specific craft and technical skills; and they felt less competent in enterprise and business skills and found career preparation activities inadequate. Findings on postgraduation employment circumstances showed that art and design graduates' early experiences were characterized by job insecurity, unemployment, frequent job changes, and a range of paid and unpaid activities, within and outside the arts. Findings confirmed the high level of need among new art and design graduates for a range of career management and enterprise skills, and relatively large gaps emerged in relation to negotiating, networking, and self promotion. Respondents emphasized that more and better integrated career advice and guidance activities should become an integral part of the course curriculum. (Appendixes include the questionnaire, additional tables, Camberwell College survey

DESCRIPTORS- *Daily Living Skills; *Day Camp Programs; Elementary Education; Parents; Perception; Program Evaluation; Teachers
IDENTIFIERS- 4 H Programs

The primary purpose of the investigation discussed in this paper is to determine the perceived effectiveness of a life skills education program for youth. During an eight-week summer day camp program, youth in grades kindergarten through fifth participated in 28 hours of life skills education focusing on relating and caring. Fifteen skills were assessed. Data were collected from 18 youth participants, 13 parents, and 13 classroom teachers. Youth participants responded to questions about their perception of improvements in 15 specific life skill areas. Parents responded to questions concerning their perceptions of the effectiveness of the life skills education program in teaching their children the same 15 skills. As a follow-up, classroom teachers rated the abilities of those students in each of the 15 life skills. Results indicate that all students felt they had improved in most of the skill areas. Parents perceived the program to be effective in teaching the 15 life skills to their children. Classroom teachers reported that the children participating in the summer day camp program performed above average in 12 of the 15 skill areas. (Author/MKA)

ED 436 698 CG 029 694

Laux, John M.; Newman, Isadore
Influence of a Message's Reception as a Function of Perceived Feminist Authorship.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Conference of the Mid-Western Educational Research Association (Chicago, IL, October 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authors; *Feminism; Graduate Students; Higher Education; *Perception; *Psychology; Sex Differences

This paper discusses a study that was conducted in order to add to the body of literature that investigates the manner in which feminist psychology is accepted among education graduate students. Graduate students (N=69) at a large public mid-western university were recruited and randomly assigned to one of four treatment groups. Participants were given the task of reading a paragraph that was critical of psychology's historical treatment of women. Each treatment group was told that the paragraph was written by one of four "authors": a radical feminist female professor; a female professor; a male professor; and a professor. Participants provided demographic data and responded to a semantic differential to access whether perceived authorship influenced their evaluation of the "author." No significant differences were found between the four treatment groups, even when age, gender, and ethnicity were statistically controlled. These results suggest that graduate education students evaluate radical feminist professors in a non-significantly different manner than the way they evaluate professors who are not identified as feminists. (Contains 6 tables and 22 references.) (Author/MKA)

ED 436 699 CG 029 695

Finkbiner, Richard
A Profile of Clients Entering Treatment for Alcohol Problems.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Decoding (Reading); Elementary Secondary Education; Illiteracy; *Language Research; *Phoneme Grapheme Correspondence; *Reading Difficulties
IDENTIFIERS- Reading Fluency

Using 17, 211 words drawn from the word list compiled for the Stanford Spelling Study (1963) and drawing upon the "American Heritage Dictionary of the American Language" as the pronunciation reference, a researcher approached the language as if little was known about its letter-sound relationships and examined by computer the letter-sound correspondence for all single and paired combinations--a, b, c...aa, ab, ac.... He also examined many three, four, and five-letter clusters and phonograms; if a word contained multiple occurrences of a letter or letter combination, he studied the first occurrence only. All juxtaposed single vowel and consonant combinations that looked like a pair or digraph were counted with the vowel pair or consonant digraph. As he proceeded, he began to find "stand-alone" phonic units and placed these in tables of "phonic cells." Within each phonic cell, he included a ratio of words conforming to the sound(s) to the total number of words identified for that cell. Eventually, all but a handful of the letters and letter clusters fit into a cell. Findings are shown in 3 vowel tables (Tables 1-3) and in 3 consonant tables (Tables 4-6). In summary, the predictable "cells" for the three vowel tables show a collective predictability of 93%, while the consonant tables exceed 99% in letter-sound predictability. This understanding of letter-sound relationships can be applied to students who struggle with decoding; this simple approach to successfully teaching reading fluency can be used with struggling readers from primary-age students to illiterate adults. (NKA)

ED 436 719 CS 013 769

Oakhill, Jane, Ed.; Beard, Roger, Ed.
Reading Development and the Teaching of Reading: A Psychological Perspective.
PUB DATE- 99
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Beginning Reading; Cultural Context; Elementary Education; Foreign Countries; *Literacy; *Reading Difficulties; *Reading Instruction; *Reading Processes; Reading Research
IDENTIFIERS- Purpose (Reading)

In recent years, there has been increasing emphasis on the idea of reading as a "socio-cultural" phenomenon, derived from the idea that reading is not an isolated skill but is necessarily related to the purposes reading will be put to in particular social and cultural contexts. This collection of essays acknowledges the undoubted contribution of language, motivation, and cultural factors to the acquisition of literacy while engaging with the contribution of scientific experimental research to the understanding of reading and its development. Essays in the book are: (1) "The New Literacy: 'Caveat Emptor'" (Philip B. Gough); (2) "How Research Might Inform the Debate about Early Reading Acquisition" (Keith E. Stanovich and Paula J. Stanovich); (3) "Cognitive Research and the Misconceptions of Reading Education" (Charles A. Perfetti); (4) "Constructing Meaning: The Role of Decoding" (Philip B. Gough and Sebastian

Writing Topics

This paper discusses ideas which contribute to better understanding of the writing portions of Reading Recovery lessons, emphasizing the importance of helping the student monitor meaning during the composing and recoding process. Topics addressed in the paper are: (1) differences between composing and transcribing; (2) sources from which children may select writing topics, and (3) three strategies used to transcribe text--analyzing new words to be used, knowing the spelling of familiar words, and relating the spelling of a known and unknown word. Contains 7 references. (EF)

ED 436 739 CS 013 791

Kelly, Patricia R.; Neal, Judith C.
Keeping the Processing Easy at Higher Levels of Text Reading.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; Early Intervention; Instructional Improvement; Primary Education; Reading Difficulties; Reading Instruction; *Reading Processes; *Reading Strategies; *Teacher Guidance; *Teacher Student Relationship; *Text Structure
IDENTIFIERS- *Reading Recovery Projects; Supportive Learning Environments; *Supportive Supervision

This article is based on the hypothesis that Reading Recovery teachers sometimes mistakenly reduce or withdraw their support once children have developed strategic processing capabilities and gained higher levels of text reading. It discusses structural characteristics of higher level texts and considers several types of processing demands represented by higher levels. It concludes with the following suggestions of ways teachers can support children in higher level reading: (1) foster simplicity in learning; (2) adopt different selection methods for higher texts; (3) continue to prepare students for meaning, language, and visual demands of new texts; (4) develop clear understanding of differences between word-level "work" and phrase/sentence-level processing; (5) understand the conditions for shifting to less supportive book introduction; and (6) understand necessary changes in support for higher level reading. Contains 25 references. (EF)

ED 436 740 CS 013 792

Randell, Beverley
Shaping the PM Story Books.
PUB DATE- 99
NOTE- 11p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- *Authors; *Childrens Literature; Creative Writing; Illustrations; Primary Education; Reading Materials; *Story Grammar; *Writing for Publication
IDENTIFIERS- Story Content; *Story Writing

In this article, the author of several PM Story Books (used in

ED 436 762 CS 013 818

Bruce, Carolyn; Snodgrass, Donna; Salzman, James A.
A Tale of Two Methods: Melding Project Read and Guided Reading To Improve At-Risk Students' Literacy Skills.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 1; *High Risk Students; *Instructional Effectiveness; Primary Education; *Reading Comprehension; Reading Improvement; Vocabulary Development; Word Recognition; Writing Improvement
IDENTIFIERS- *Guided Reading Procedure; *Project READ

The study was undertaken to determine whether this particular melding of two independently successful programs, Project Read and Guided Reading, could complement each other as intervention strategies in helping at-risk students develop literacy skills. Subjects were 11 first-grade students identified as "at-risk" of learning to read by their previous year's teachers. All were in the same first grade, inclusive classroom. Initial scores on Clay's Observational Survey (1993) placed all students below the fourth stanine on four tests of literacy skills: writing vocabulary, sentence dictation, word recognition, and text level comprehension. The results from the post-intervention assessments indicate student gains are significant (p .001) in all four areas assessed. In addition, students have been observed using Project Read strategies, such as "pounding out" words or "fingerspelling" sounds; these have appeared to be especially useful for several students who may eventually be placed in a learning disabilities class. End-of-year assessment results appear to indicate that using both Guided Reading and Project Read with at-risk readers in a first grade inclusion class is an effective effort at improving students' literacy skills. Contains 12 references and 6 tables of data. (Author/RS)

ED 436 763 CS 216 840

Guidelines for Selection of Materials in English Language Arts Programs. An NCTE Standards Document.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Censorship; Elementary Secondary Education; *English Curriculum; *English Instruction; Guidelines; *Media Selection; Public Schools
IDENTIFIERS- *National Council of Teachers of English

In recent years many teachers, English departments, and school districts have taken steps towards averting censorship and strengthening the professional basis for their English language arts programs. This paper states that development of the National Council of Teachers of English (NCTE) guidelines for selection of materials in English programs was itself the result of a careful process which began when NCTE sent out a call to schools and districts all over the country for guidelines already in use and ended when a joint committee developed the NCTE guidelines. The guidelines are divided into the following sections: Scope of the Policy for Selection of addressing the violence pervasive in the lives of so many young people. These books are a valuable curriculum addition because of readers appreciation for them, their usefulness in integrating "character education," and as examples of literary techniques. Teaching ideas for these books include: (1) charting the conflicts; (2) identifying images or descriptions that signal conflict or violence; (3) discussing fantasy elements; (4) discussing allegory; and (5) encouraging students to "Get a Line." (EF)

ED 436 786   CS 216 970

North, Stephen M.; Chepaitis, Barbara A.; Coogan, David; Davidson, Lale; MacLean, Ron; Parrish, Cindy L.; Post, Jonathan; Weatherby, Beth
Refiguring the Ph.D. in English Studies: Writing, Doctoral Education, and the Fusion-Based Curriculum. Refiguring English Studies.
PUB DATE- 00
NOTE- 334p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Historical Materials (060)
DESCRIPTORS- Doctoral Dissertations; *Doctoral Programs; Educational History; *English Curriculum; Higher Education; Program Descriptions; *Writing (Composition)

This wide-ranging analysis of doctoral education in English Studies challenges readers to reconsider their assumptions about how English Ph.D. programs came to be, what purposes they serve, and what they might become--what they ought to become--in the 21st century. Section I traces the first century of English doctoral education in the American university, from its German origins to the "crisis of disciplinary and professional identity" that precipitated the 1987 Conference on Graduate Study and the Future of Doctoral Studies in English. Section II examines one programmatic response to that crisis, the State University of New York at Albany's "Writing, Teaching, and Criticism," with a particular emphasis on the program's determination to reintegrate the field's increasingly disparate specializations. Section III turns back to the broader professional and disciplinary scene to consider the implications of such a "fusion-based" curriculum: to consider why this curricular model represents the best available option for both doctoral education and the entire enterprise of English Studies. Chapters in the book are: (1) "Establishing the Tradition: 1876-1950"; (2) "Lehrfreiheit, Lernfreiheit, and the Magisterial Curriculum"; (3) "Expansion, Contraction, and the (Surp)Rise of Heterogeneity (1950-1990)"; (4) "The Crisis of Identity in English Studies and the Demise of the Magisterial Curriculum"; (5) "Albany's Ph.D. in English Studies: 'Writing, Teaching, and Criticism'"; (6) "Writing to Get Situated: Learning to Stage a Reading"; (7) "Charting Courses (1): Extended Work in a Preferred Mode"; (8) "Charting Courses (2): (Re)Combinatory Writings"; (9) "Writing beyond Coursework: The Qualifying Examination and the Dissertation"; and (10) "The Fusion-Based Curriculum for an English Studies in Transition." Contains 120 references. (RS)

ED 436 787   CS 216 971

Gruber, Sibylle, Ed.

E-Pals: An Exercise in the Seduction of Student Technophobes.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Students; *Computer Anxiety; *Computer Literacy; Computer Uses in Education; *Cybernetics; *Electronic Mail; Higher Education; *Interpersonal Communication
IDENTIFIERS- *Technological Adaptability; Technology Utilization; *Telematics

This paper presents a case study of an "e-pal" experiment which suggests that negative assumptions and orientations toward computer technology for communication purposes can be altered through one-to-one peer relationships. The experiment was conducted through a communication seminar at a small private university in the Northwest. Necessary characteristics for the success of this experiment included little structuring, little or no professional intervention, individual selection of in-depth partners, an offline community meeting to discuss the experiment in process, and willingness to be open to the experience on the part of the subjects. Findings suggest changes in personal computer-use patterns were most noticeable in students originally more techno-phobic. The value of personal influence in interpersonal and organizational worlds and the effectiveness of group learning, feedback, and constant reinforcement are supported by this study. Contains 17 references and two tables. Appendixes contain post-experiment survey questions and examples of individual profiles. (EF)

ED 436 808 CS 510 190

Phillips, Kendall R.
Dissent, Controversy and the Basic Course: The Question of Cathexis.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Chicago, Illinois, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *Course Content; Higher Education; *Pedagogical Content Knowledge; *Public Speaking; Rhetoric; *Rhetorical Theory; *Speech Curriculum; *Speech Instruction; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Speech Communication Education; Speech Departments

This paper poses questions about the pedagogical basis of public speaking courses, based on the issue of traditional course models versus models which are more closely aligned with current rhetorical philosophy. The discussion in the paper centers around the potential integration of current philosophy into teaching practice. It addresses three primary topics: (1) the energy instigating a person to public speaking (student energy); (2) the absence of enthusiasm regarding public speaking instruction (teacher energy); and (3) the need for the public speaking course (is this investment of energy worthwhile?). Contains 4 references. (EF)

(N=15) in the study included a legislator, an EA professor, a school of education dean, a legislative staffer, a prominent educator, the standards board director, and other stakeholders. Each was interviewed for an average of 45 minutes and the results were transcribed and analyzed. Two distinct phases (legislative oversight and consensus-building among stakeholders) emerged from the case analysis. In the first phase, two charismatic leaders were able to convince the legislature to cut EA programs, implement quality standards for entrance to EA programs, and establish standards for administrator licensure. EA professors had little influence during this phase because legislators perceived that universities were unable to reform from within; professors were seen as part of the problem. In the second phase, the policy-making process switched gears to a democratic, collegial model, as school-administrator standards were determined. This phase included behind-the-scene business community influences; stakeholder groups, mainly superintendents and principals; and, to some extent, EA professors. (Contains 19 references.) (RJM)

ED 436 828   EA 030 155

Keedy, John L.; Grandy, Jerilee
Trends in GRE Scores in Education Administration: Implications for Principal Preparation Programs.
PUB DATE- 99
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Administration; Evaluation Methods; *Graduate Students; Higher Education; Instructional Leadership; School Administration; *Standards; *Trend Analysis
IDENTIFIERS- Graduate Record Examinations

This report examines the belief that education administration (EA) has attracted students of below-average verbal, quantitative, and analytic scores, as measured by standardized tests. The paper makes two assertions: principals as school leaders need academic credibility to relate with teachers as "critical friends," and successful principals store and draw upon their experiences as expert decision makers. For the study, the Graduate Record Examinations (GREs) of individuals intending to enter EA programs from 1982 to 1996 were reviewed. Trend analysis indicated that the number of U.S. citizens taking the GRE who planned to pursue graduate work in EA rose 35 percent over the 15-year period of the study. However, as a percentage of all test takers, candidates in EA actually declined from 2.3 percent to 1.8 percent. Two key findings emerged: examinees planning graduate work in education had lower verbal, quantitative, and analytic scores when compared to examinees in six other fields, and within the field of education, examinees intending to study administration had lower GREs than all other majors. The results suggest that many undergraduate education majors did not receive adequate training in analytic skills prior to their acceptance into college. Recommendations for raising the quality of future EA leaders are suggested. (Contains 54 references.) (RJM)

ED 436 829   EA 030 156

Sergiovanni, Thomas J.

Leadership; Middle Schools; Models; *School Restructuring; *Teamwork
IDENTIFIERS- Ohio; *Transforming Learning Communities OH

This book is part of a series of case studies that demonstrate better ways to educate Ohio's students. The case study is part of the Transforming Learning Communities (TLC) Project, designed to support significant school-reform efforts among Ohio's elementary, middle, and high schools. This report describes the implementation of an innovative program at a middle school in north-central Ohio. It is based on a 9-month study that included observations, analysis of documents, and interviews of faculty, staff, administrators, and other stakeholders. Some of the questions researchers asked about the program included: "What are the structures, strategies, and support networks that have developed to encourage change?" and "What is the nature of the learning community at the high school?" The text provides a history of the school and then details the team approach that was incorporated into the school. It describes the historical, organizational, developmental, and political dimensions of teaming, and the dilemmas that stakeholders faced in implementing the team approach. It discusses the changing student culture in the classroom and the transformation of relationships. The text outlines the value in extending a new school culture beyond school walls and presents strategies for connecting reforms in the school corridors with practices in the classrooms. The appendix describes the project methodology. (Contains 38 references.) (RJM)

ED 436 848 EA 030 178

Posgai, Jamie J.; Uline, Cynthia L.
Building a Professional Community: The Case Study of Franklin Heights High School. Transforming Learning Communities.
PUB DATE- 99
NOTE- 91p.; Prepared in cooperation with Edward Palmer and Kim Ray. For other case studies from the Transforming Learning Communities Project, see EA 030 169-181.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Case Studies; Change Strategies; *Educational Change; Educational Improvement; High Schools; Models; Professional Development; *School Restructuring
IDENTIFIERS- South Western City Schools OH; *Transforming Learning Communities OH

This book is part of a series of case studies that demonstrate better ways to educate Ohio's students. The case study is part of the Transforming Learning Communities (TLC) Project, designed to support significant school-reform efforts among Ohio's elementary, middle, and high schools. This report describes the implementation of an innovative program at a high school in central Ohio. It is based on a 9-month study that included observations, analysis of documents, and interviews of faculty, staff, administrators, and other stakeholders. Some of the questions researchers asked about the program included: "What are the structures, strategies, and support networks that have developed to encourage change?" and "What is the nature of the learning community at the high school?" The text provides a history of the school and details the nature of the professional community, emphasizing the presence of reflective dialogue, shared norms and values, the collective focus on student learning, collaborative practices, and the de-

Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 99
NOTE- 246p.; See ED 366 141 for the first edition of this guide.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Communication Skills; *Competency Based Education; *Disabilities; Diversity (Student); Elementary Secondary Education; Family Involvement; Inclusive Schools; Individualized Education Programs; Interprofessional Relationship; Literacy; Mathematics Instruction; *Paraprofessional School Personnel; Reading Instruction; Safety; *Staff Role; Student Rights; *Teaching Methods; *Team Training; Training; Transitional Programs

These instructional materials are designed to provide personnel developers and trainers with resources that can be used to improve the performance of paraeducators working in inclusive classrooms servicing school age students with disabilities. The competency-based program helps participants to learn skills they can apply immediately, to accept new practices, and to increase their understanding of education issues. The modules cover: (1) strengthening the teacher and paraeducator team, paraeducator roles and responsibilities, communication and problem solving; (2) human and legal rights of children and youth with disabilities and their families; (3) principles of human development and factors that may impede typical human development; (4) the instructional process (individualized education programs, assessment, data collection, goals and objectives, instructional interventions, strategies for one to one instruction and reinforcing lessons, approaches to teaching reading, arithmetic and mathematics, language arts, and computer literacy); (5) appreciating diversity; and (6) emergency, health, and safety procedures. The format for the instructional modules includes: instructional objectives, time required, equipment and resources required, suggested training activities and exercises, background information for the trainer, and handouts and transparencies. Training procedures involve small group discussions, brainstorming, problem solving, case studies, and role plays. (References accompany each module.) (CR)

ED 436 869 EC 307 542

Pickett, Anna Lou; Semrau, Barbara; Faison, Karen; Formanek, John
A Core Curriculum & Training Program To Prepare Paraeducators To Work in Center & Home Based Programs for Young Children with Disabilities from Birth to Age Five. Second Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 99
NOTE- 262p.; See ED 366 142 for the first edition of this guide.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; *Child Development Centers; Communication Skills; Competency Based Education; *Disabilities; Diversity (Student); Family Involvement; *Home Programs; Inclusive Schools; Infants; Mainstreaming; *Paraprofessional School Personnel; Preschool Children; Preschool Education; Safety; *Staff Role; Student Rights; *Teaching Methods; Team Training; Toddlers; Training

These instructional materials are designed to provide personnel

ED 436 887 EC 307 560

Mediation in Missouri: Managing Parent and School Conflict through Effective Communication.

PUB DATE- 99

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Compliance (Legal); *Conflict Resolution; Court Litigation; *Disabilities; *Due Process; Elementary Secondary Education; *Interpersonal Communication; *Parent School Relationship; Special Education

IDENTIFIERS- *Mediation; Missouri

This booklet, designed for use by Missouri parents and schools, provides information on using mediation as a non-adversarial alternative to resolving disputes in special education. It compares mediation with impartial due process hearings and complaint investigations, and describes the special education mediation process as voluntary for parents and school personnel, confidential, a no-cost service, and an alternative that does not affect the status of a due process hearing or formal complaint. The benefits of mediation are explained, along with the appointment of a mediator, the role of the mediator as a facilitator, and the roles of parents and schools. Tips are provided for preparing for the mediation session, and the stages of mediation are described. Mediation policies are listed, including the eligibility of disputes that are only applicable for a due process hearing, the prohibition of any video- or audiotape recording of mediation proceedings, the designation of a person by each party who has the authority to make final resolution decisions, the prohibition of legal participation and attendance, the provision of signed copies of the agreement to each party, the exclusion of the mediator from subsequent actions, and the cancellation of a due process hearing if requested. (CR)

ED 436 888 EC 307 561

Edgley, Mary

Including Students with Disabilities in the Missouri Assessment Program.

PUB DATE- 98

NOTE- 142p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; Decision Making; *Disabilities; *Educational Assessment; Elementary Secondary Education; *Eligibility; Policy Formation; State Legislation; State Programs; State Standards; *Student Participation; *Testing

IDENTIFIERS- Alternative Assessment; Individuals with Disabilities Education Act; *Missouri Assessment Program; *Testing Accommodations (Disabilities)

This training manual is designed to provide information that will help Missouri educators understand and implement new state requirements regarding the inclusion of students with

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Community Programs; *Consultation Programs; *Deaf Blind; Delivery Systems; Demonstration Programs; *Early Identification; Elementary Secondary Education; Infants; *Information Dissemination; Inservice Education; *Parent Education; Postsecondary Education; Preschool Education; State Programs; *Technical Assistance
IDENTIFIERS- *Idaho

This final report describes activities and accomplishments of Idaho's 3-year program to enhance the quality of educational and community-based services for infants, toddlers, children, and youth with deaf-blindness. The project provided technical assistance to service providers including public and private agencies, institutions, and organizations who provide education, transition, vocational, early identification, and related services to children and youth who have deaf-blindness. It also provided support and training to families of children with deaf-blindness. Primary services provided by the project were early identification of infants, children, and youth with deaf-blindness or who were at risk of being deaf-blind, technical assistance to families of children in Idaho who are deaf-blind, development of a parent-to-parent support list, development of a local, state, and national resource directory for families, development and maintenance of in-state expertise, consultation and technical assistance to service providers throughout the state, and development of an advisory board to represent the interests of all children in Idaho who are deaf-blind. Ongoing coordination and interagency collaboration occurred with public, private, local, and national resources. This report describes the project's conceptual framework and justification, goals and objectives, activities and accomplishments, problems, evaluation, and impact. (CR)

ED 436 907 EC 307 580

Disability, Diversity, and Dissemination: A Review of the Literature on Topics related to Increasing the Utilization of Rehabilitation Research Outcomes among Diverse Consumer Groups.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Cultural Awareness; Cultural Differences; *Data Collection; Data Interpretation; *Disabilities; *Information Dissemination; *Minority Groups; *Organizational Change; Rehabilitation Programs; Research Methodology; Research Problems; *Research Utilization

This literature review discusses the need for rehabilitation organizations to become culturally competent and for rehabilitation research to reach and be utilized by minority populations. Sections address the incidence of disability in minority populations, the socially constructed nature of race, culture, and disability, cultural power and the perpetuation of inequity, cultural and other considerations that can influence effectiveness within the rehabilitation system, and characteristics of effective systems and relationships.

DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Education; *Elementary Schools; *Facility Guidelines; Public Schools; School Construction; *Standards
IDENTIFIERS- *Jefferson County School District CO

The Jefferson County School District (Denver, Colorado) has published this model standard for the planning and designing of new elementary schools, and the remodeling and modernizing existing schools. It describes the facility requirements to accommodate the instructional program, activities, and support functions to assist architects, school staffs, and the Design Advisory Group. Areas examined include specifications for core areas such as administration, cafeteria, computer labs, kitchens, and libraries; and support areas such as building and wiring standards, corridors, custodial, and plumbing facilities. Also included are site development standards and the elementary education assignable space allocations for 650 pupils. An appendix provides specifications, plans, and standards for various building features and equipment. (GR)

ED 436 928 EF 005 454

Williams, Clacy; Sneed, David
Translating Educational Needs into School Facilities through Educational Specifications.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Public Schools; *School Construction
IDENTIFIERS- West Virginia

An outline and worksheets are provided for developing school design specifications that will meet the educational needs of students. The outline lists and briefly describes the key elements required of an educational specifications report, including a brief description of the community, the curriculum and support plans, building space requirements, a technology plan, and design criteria and general architectural considerations. Step-by-step outlines are presented to assist in the development of a comprehensive educational facilities plan and school construction project. (GR)

ED 436 929 EF 005 460

McMillin, Kelvin Loren
Architectural Concerns for Future Learning Environments.
PUB DATE- 94
NOTE- 597p.; Ph.D. Dissertation, University of Nebraska.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; *Educational Facilities Design; *Educational Research; Elementary Secondary Education; *Futures (Of Society); *Public Schools; Social Change; *Surveys; Technology
IDENTIFIERS- *Learning Environments

A research study examined the factors that will affect future educational programs and the resultant effect of these factors

Multilingual Concepts in the Schools of Europe.
PUB DATE- 93
NOTE- 10p.; Writing of this paper supported in part by Orszagos Tudomanyos Kutatasi Alap, Elonyelvi vizsgalatok No. 3220.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Educational Policy; Elementary Secondary Education; Foreign Countries; *Hungarian; *Language Attitudes; *Language Minorities; *Language Planning; Language Role; *Multilingualism; Official Languages; Public Policy; Sociolinguistics; Uncommonly Taught Languages
IDENTIFIERS- *Hungary

A discussion of multilingualism in Hungary begins with an overview of the role of minority and majority languages in the population since World War I, then focuses on the language situation as of 1991. It examines public policy concerning language, the importance of the existing multilingualism in language planning, the pervasiveness of monolingualism despite widespread language minorities, and the role of language in the educational system. This section looks briefly at the history of language policy in education, current ways in which multilingualism is addressed at each school level, the status and importance of language teaching, availability of bilingual education, and use of standard and vernacular language forms in education. A trend toward revival of ethnic languages and minority-language-medium instruction is predicted. Contains 11 references. (MSE)

ED 436 953 FL 025 807

Barbara, Leila, Ed.; Rajagopalan, Kanavillil, Ed.
Revista de Documentacao de Estudos em Liguistica Teorica e Aplicada, 1998 (Journal of Documentary Studies in Linguistic Theory and Application, 1998).
SPONS. AGENCY- Associacao Brasileira de Linguistica, Sao Paulo.
PUB DATE- 98
NOTE- 747p.; DELTA is a bi-annual publication with an optional special issue.
LANGUAGE- English; Portuguese
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; Foreign Countries; *Language Research; *Linguistic Theory; Linguistics; Speech Communication; Speech Curriculum; Speech Instruction

This document consists of three issues of DELTA, comprising its entire output for 1998. DELTA is a journal of theoretical and applied linguistics and covers a wide variety of material related to language, speech, and education. The journal publishes only original research and ideas presented in the form of articles, debates, squibs, overviews, reviews, and biographical notes. (KFT)

ED 436 954 FL 025 845

Samway, Katherine Davies; McKeon, Denise
Myths and Realities: Best Practices for Language Minority Students.
PUB DATE- 99
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

Stories: Features of Unplanned Oral Discourse" (Rene Cisneros, Elizabeth A. Leone); "Language Maintenance Institutions of the 'Isleno Dialect' of Spanish" (Felice Anne Coles); "Convergent Conceptualizations as Predictors of Degree of Contact in U.S. Spanish (Ricardo Otheguy, Ofelia Garcia); "Creoloid Phenomena in the spanish of Transitional Bilinguals" (John M. Lipski); "Diversification and Pan-Latinity: Projections for the Teaching of Spanish to Bilinguals" (Frances R. apacicio); "Oral Proficiency Testing and the Bilingual Speaker" (David Barawell). All chapters include references. (KFT)

ED 436 973   FL 026 097

Martin, Joyce, Comp.
Native American Languages: Subject Guide.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- #American Indian Languages; Biblical Literature; Bilingual Education; Dictionaries; English (Second Language); Indigenous Populations; #Library Guides; Sign Language; Tape Recordings; Uncommonly Taught Languages
IDENTIFIERS- #Native Americans

This document is an eleven-page supplemental subject guide listing reference material that focuses on Native American languages that is not available in the Labriola National American Indian Data Center in the Arizona State University, Tempe (ASU) libraries. The guide is not comprehensive but offers a selective list of resources useful for developing language and vocabulary skills or researching a variety of topics dealing with native North American languages. Additional material may be found using the ASU online catalogue and the Arizona Southwest index. Contents include: bibles and hymnals; bibliographies; bilingual education, curriculum, and workbooks; culture, history, and language; dictionaries and grammar books; English as a Second Language; guides and handbooks; language tapes; linguistics; online access; sign language. (KFT)

ED 436 974   FL 026 098

Bilingual Education Reform. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. House of Representatives, One Hundred Fifth Congress, Second Session (San Diego, CA, February 18, 1998).
PUB DATE- 98
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- #Bilingual Education; #Bilingual Education Programs; Elementary Secondary Education; #English (Second Language); Hearings; Instructional Effectiveness; #Language of Instruction; Limited English Speaking; #Politics of Education; Second Language Instruction; Second Language Learning; Second Language Programs
IDENTIFIERS- California; Congress 105th

The purpose of this hearing was to obtain the input of California citizens on federal legislation similar to 1998's California Bilingual Education ballot initiative. Present were Representatives Frank Riggs (chair), Bobby Scott, Randy Cunningham, Bob Filner, and Brian Bilbray. Offering testimony life. It was noted that there is increasing dismay over the public's declining trust in America's institutions. Professional reform efforts to remedy this situation have made progress in the fields of journalism and philanthropy. In the past, the field of higher education has given low priority to civic work. Also, research at institutes of higher learning tends to be organized around academic disciplines rather than civic responsibilities. Whether the ideas presented at the seminar will take root in the field of higher education remains to be seen. (JM)

ED 436 995 HE 032 614

Venable, Riley H.; Strano, Donald A.; Watson, Zarus E. P.
Three Years of the New Minimum Drinking Age Law: The Search for the "Spillover Effect."
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual National Meeting on Alcohol, Other Drug, and Violence Prevention in Higher Education (12th, October 16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *College Students; Drinking; Higher Education
IDENTIFIERS- *Legal Drinking Age

Raising the legal drinking age nationally was designed to decrease highway deaths, but it has not seemed to have affected the drinking behavior of 18-20 year old college students. In August of 1995, the Louisiana legislature raised the legal minimum drinking age to 21. This provided a unique opportunity to examine the effects of a change in legal status on actual drinking behavior. In this study, college student drinking patterns were examined 6 months prior to the change in status and 6, 18 and 30 months after the change. The goal was to seek validation of the Spillover Effect discussed by H. W. Perkins and A. D. Berkowitz in their 1989 study. Four samples of over 400 students culled from a multi-stage stratified sample provided data for 18-21 year old college students' self-report of drinking behavior each January from 1995 through 1998. (JM)

ED 436 996 HE 032 616

Kaplan, Matthew, Ed.; Lieberman, Devorah, Ed.
To Improve the Academy. Resources for Faculty, Instructional and Organizational Development. Volume 18.
PUB DATE- 00
NOTE- 303p.; Published annually. For other annual issues of this series, see ED 325 062-063 (1989-1990), ED 344 537540 (1985-1988), ED 366 279 (1992), HE 029 025-029 (1982, 1991, 1993-95).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Career Development; *College Faculty; College Instruction; Diversity (Faculty); *Faculty Development; Higher Education; Instructional Development; Instructional Improvement; *Organizational Change; *Organizational Development; *Partnerships in Education; *Professional Development
IDENTIFIERS- *Professional Organizational Devel Net High Educ

The year 2000 volume of this annual publication contains 18 articles on issues relating to organizational change, collaboration and partnerships, and teaching and faculty positive perceptions of their primary (Mexican) culture, and a well-developed ethnic identity. The study concludes that these dimensions of development can be addressed positively by educational institutions through their curriculum, staffing patterns, and pedagogy. (Contains 13 references.) (RH)

ED 437 015 HE 032 717

Patterson, Norma J.H.
An Evaluation of Graduate Class Interaction in Face-to-Face and Asynchronous Computer Groupware Experiences: A Collective Case Study. ASHE Annual Meeting Paper.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (24th, San Antonio, TX, November 18-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Case Studies; Computer Uses in Education; Confidence Testing; *Distance Education; Graduate Study; Higher Education; Independent Study; Nontraditional Education; *Student Evaluation; Student Participation; *Telecourses; Time on Task
IDENTIFIERS- *ASHE Annual Meeting
Two graduate-level educational administration courses, one delivered by computer-mediated (distributed) means and one held face-to-face, were evaluated based upon the needs of adult learners and active learning precepts. The same course was delivered to both classes by the same group of professors, using identical course requirements. The on-campus class met once a week for three hours in the evening; eleven adult students and two or three professors attended each class. Distributed class sessions (using a Lotus notes platform) took place at the time of students' choosing throughout the week, with all assignments and exams conveyed through writing. The professors were all experienced in the subject matter and in teaching; two of the three had previously taught using the software. The survey revealed that the characteristics of students in both classes were more alike than different. The distributed education class had a slight edge on the final grades, with the strongest indicator of difference seeming to lie in the greater amount of confidence the students brought to the class. The study also notes that the distributed students who had previous experience in distance learning spent more time in class. (RH)

ED 437 016 IR 019 817

Petro, Jim
Y2K Survey Results: Counties, Cities, School Districts.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *City Government; Computer Security; Counties; Elementary Secondary Education; Information Sources; Information Technology; *Local Government; Problems; School Districts; State Action; *State Government; State Surveys; Statewide Planning
IDENTIFIERS- *Ohio; *Year 2000 (Programming)

23, 1999)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Learning Activities; *Mass Media; *Mass Media Effects; Mass Media Role; Production Techniques; *Teaching Methods; *Violence
IDENTIFIERS- *Media Education; Theatrical Makeup

This paper suggests teaching strategies for grades 4 through 12 that examine the commercial media and their messages as agenda setters, i.e., as mechanisms for selecting social issues, establishing their importance, and defining socially acceptable attitudes and responses to those issues. The strategies also explore how the media can create biased points of view and how commercial interests help to determine the form and content of most commercial media messages. They are designed to raise awareness, to explore the extent to which media messages advocate values that are antithetical to ethical standards advocated by schools and responsible parents, and to place in context the need for media education at all levels of learning. The objective of the first activity presented is for participants to examine the extent to which violent media messages pervade our modern society. In the second activity, the objective is for participants to demystify how violent media messages are manufactured for high action/high violence television and film narratives; stunts and make-up workshops provide participants with experience in creating the illusion of violence and preparing actors for screen roles that require altering their appearance. Recipes for false flesh and blood, a narrator's script, and an equipment diagram are included. (Contains 14 references.) (MES)

ED 437 037 IR 019 865

Jennings, Michael A.
Strategic Plan for Information Resources, 1999-2003.
PUB DATE- 99
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; College Libraries; *Computer Uses in Education; Educational Planning; Educational Technology; Higher Education; *Information Systems; *Information Technology; Library Automation; State Universities; *Strategic Planning
IDENTIFIERS- Stephen F Austin State University TX; *Technology Plans

This information resources (IR) planning document for Stephen F. Austin State University (Texas) is divided into three main sections corresponding to the organization of IR among three departments. The University Information Systems section contains: an executive summary; introduction/IR vision; external/internal assessment of planning factors and assumptions related to the impact of federal/state statutes/regulations, user awareness of computer technology, supporting technologies, impact of anticipated technological advances, World Wide Web technology, students/budget, and proliferation of desktop computers; IR strategic planning goals

Bishop, Kay
Authentic Learning and the Research Processes of Gifted Students.
PUB DATE- 99
NOTE- 11p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Case Studies; Grade 9; *Independent Study; *Information Seeking; Information Sources; Junior High Schools; Librarian Teacher Cooperation; Qualitative Research; *Research Methodology; Research Papers (Students); *Research Skills; Student Projects; *Student Research
IDENTIFIERS- *Authentic Learning

This study utilized qualitative research methods (observations, interviews, and analysis of written documents) to investigate the research processes of ten gifted ninth grade students who participated in independent research projects. Research stages dealing with exploring and forming a focus presented the most difficulty for the students. The three students who were able to establish a clear focus were the only ones who demonstrated all aspects of authentic learning. An additional research question dealt with the types of resources used by the students. Books and videocassettes were the primary sources used by students. All students were highly dependent on the teacher as a source of information. The absence of collaboration between the teacher, the school librarian, and public librarian is noted. Examination of cooperative learning, intervention, required assignment deadlines, and the format of products as each of these relates to independent research projects is recommended. (Contains 17 references.) (Author/MES)

ED 437 057 IR 057 593

Streitenberger, Denise; McGregor, Joy
Treasure Hunt or Torture: Student's Perspectives on Research Projects.
PUB DATE- 99
NOTE- 11p.; In: Unleash the Power! Knowledge - Technology - Diversity: Papers Presented at the Third International Forum on Research in School Librarianship, Annual Conference of the International Association of School Librarianship (IASL) (28th, Birmingham, AL, November 10-14, 1999); see IR 057 588.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Citations (References); Cognitive Development; Cognitive Processes; *Cognitive Structures; Comparative Analysis; Foreign Countries; Goal Orientation; Grade 11; Grade 3; High Schools; Interviews; Models; Naturalistic Observation; Plagiarism; Primary Education; Qualitative Research; *Research Papers (Students); Research Skills; *Student Attitudes; *Student Projects; *Student Research; Thinking Skills
IDENTIFIERS- Alberta; *Mental Models; Texas; United States; Washington

Two naturalistic research studies observed 45 eleventh grade students carrying out research paper assignments, and a third

According to the article, the teacher should come to the classroom and be able to approach the subject matter from the perspective of the beginner, yet, at the same time, possess the education and experience of a mature mind. Through a reflective method, the teacher should develop a connection with the student as a learner, and aid the student in clearing away obfuscation so as to have a greater possession of the meaning of the text. Ultimately, the students gain a personal, holistic understanding of the text through interpretation of its parts and vice versa. In Part 2 of this document, "What Is Hermeneutics?", the author cites the work of Wilhelm Dilthey, a Nineteenth-Century European hermeneutic philosopher. Central to Dilthey's theory is that human subjectivity, born out of living and learning in one's own time and place, affects one's ability to interpret events, arts, aesthetics, ethics, and culture. Once students understand that their perceptions will forever be colored by intrinsic sensibilities, they may set out to directly interpret the world. A summary of Dilthey's three parts of hermeneutics--experience, expression, and understanding--are included. (AF)

ED 437 076 JC 000 036

Tollefson, Terrence A.
Emerging Patterns in State Level Community College Governance: A Status Report.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Board of Education Role; *College Administration; *Community Colleges; Educational Change; Educational Development; *Educational Policy; *Educational Trends; *Governance; Governing Boards; Policy Formation; Politics of Education; State Departments of Education; Two Year Colleges

As assessed in 1989, the prior quarter of a century had seen community colleges emerge from the shadow of elementary and secondary education governance. This document notes several changes in the types of state-level boards and agencies that coordinate or govern public community colleges. Between 1989 and 1996 the only net changes in state-level structures for community colleges were: the abolition of the State Board of Community Colleges in Maryland, and the substitution of the Maryland Higher Education Commission; the replacement of the New Jersey State Board of Higher Education with the Commission of Higher Education; and the listing of the South Dakota Board of Regents as the state-level board responsible for community colleges. The author states that the third edition of his book on state systems of community colleges will include considerable data regarding trends in governance, finance, educational assessment, accountability, and economic development. To some extent the third edition will contain information comparable to the 1980 national study on community college funding and accountability. The author expects that state-level community college functions in recent years have changed to a far greater degree than would be revealed by merely examining gross changes in state-level structures for community college governance. (VWC)

ED 437 077 JC 000 037

Seppanen, Loretta

PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Articulation (Education); Diversity (Institutional); Educational Assessment; Educational Needs; *Educational Opportunities; Educational Planning; Higher Education; *Long Range Planning; *Needs Assessment; *Nursing Education; Partnerships in Education; Policy Formation; *Statewide Planning; Student Needs
IDENTIFIERS- *Montana

With a clear focus on the needs of consumers in Montana, the task force for the Commissioner of Higher Education developed recommendations for nursing education that address access, articulation, and diversity. In its needs assessment, the task force determined that there is currently a shortage of licensed nursing personnel in Montana and that the shortage can reasonably be expected to escalate in the foreseeable future. The task force also finds that educational mobility within the state is lacking and that upwardly mobile nurses are leaving Montana to further their education. The task force reviewed a wide range of options for nursing education and developed full consensus on the plan of action as outlined in this report. The plan calls for: (1) clarity of focus on the consumer: students, employers, and patients; (2) articulation: based on a common core and sequence of nursing courses, and agreement on competencies to be demonstrated for exit from education/entry to service or further education; (3) differentiation of the work of nurses at all levels-Baccalaureate RN, Associate RN, and Licensed Practical Nurse--based on respect for all levels of nursing and on the core competencies; and (4) partnerships at a variety of levels between educational programs and between education, service, and regulation. (UWC)

ED 437 098 JC 000 058

Laanan, Frankie Santos
From Community College to University: A Comparative Study of Santa Monica College and Non-Santa Monica College Students. Research Project.
PUB DATE- 97
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIRTORS- Academic Achievement; *College Transfer Students; *Community Colleges; Comparative Analysis; Higher Education; State Colleges; State Universities; Student Attitudes; Student Characteristics; *Student Experience; *Student Reaction; *Student Surveys
IDENTIFIERS- *California Community Colleges; *Santa Monica College CA; *University of California Los Angeles

Using secondary data collected by F. Laanan (1995), this study investigated how students who transferred from California Community Colleges to the University of California, Los Angeles (UCLA) in fall 1993 performed academically, and explored the nature of their experiences in adjusting to the four-year institution. This comparative study describes the attitudes and perceptions of students' community college and UCLA experiences for two groups: (1) students who transferred from Santa Monica College (SMC); and (2) students who did not transfer from SMC (or non-SMC). A 104-item Transfer Students' Questionnaire (TSQ) inherent isolation in commuting students. This is a useful exercise because students find other students with similar interests, and it is also very revealing because often what is voiced in the remedial class is the fear of mathematics and the fear of failing. The article describes cooperative learning and gives an example of a totally cooperative classroom. The paper also discusses small versus large class learning styles and instructional methods, and the role of technology, computers, and the Internet. (UWC)

ED 437 117   JC 000 078

Smith, Myrna J.
Caring, Community, and Transcendence: Developing Spirit To Improve Learning.
PUB DATE- 99
NOTE- 16p.; In: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University, 1998-1999; see JC 000 068.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; College Faculty; Community Colleges; Higher Education; Student Attitudes; Student Motivation; Student Reaction; Teacher Attitudes; *Teacher Effectiveness; *Teacher Role; *Teacher Student Relationship; *Teaching Methods; Teaching Styles; Universities

This paper discusses how faculty can and do develop a spirit in the classes they teach and thus become more effective teachers. This paper focuses on classes at a community college and at a university. Faculty and students from all types of college and university classes were interviewed. The classes studied were imbued with a breath of life, a spirit that not only supported learning but also the students themselves. From these observations, the paper lists three qualities that gave these classes that spirit, that breath of life: caring, community, and transcendence. These three serve as an antidote to alienation, isolation, fear, and more common motivational tools that tend to distort rather than nourish true learning. Faculty should not be concerned about alienation just because of its relation to school violence; they should be concerned because alienation impedes learning. The three college teachers described in this paper all worked against alienation by caring for their students, forming communities in their classrooms, and elevating their subject matter beyond the mundane. Their classrooms were places where spirit, that elusive quality, visited and sometimes, in magic moments, even prevailed. (UWC)

ED 437 118   JC 000 079

Tomasulo, Dan
Action Methods for Teaching Cultural Diversity Awareness.
PUB DATE- 99
NOTE- 17p.; In: Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University, 1998-1999; see JC 000 068.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Skills; Community Colleges; *Cross Cultural Training; Cultural Awareness; Cultural Education; Cultural Interrelationships; *Cultural Pluralism; *Ethnic

Foundation, New York, NY.
PUB DATE- 95
NOTE- 45p.; A publication of the California Child Care Initiative Project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; Child Rearing; Day Care; Early Childhood Education; *Family Day Care; Family Programs; *Hispanic Americans; *Latin Americans; Low Income; Planning; Poverty; Social Agencies; Technical Assistance; Training
IDENTIFIERS- Access to Services; California; California Child Care Initiative; Caregiver Training; Child Care Needs; *Latinos

While Latinos make up approximately 9 percent of the total population of the United States, they comprise over 25 percent of California's population. Although over half of Latino American women have entered the workforce, a severe family and child poverty rate persists. Since 1990, through a project called "El Comienzo" ("The Beginning"), California's community-based child care resource and referral agencies have been attempting to improve delivery of child care services for young Latino children. The California Child Care Resource and Referral Network is a nonprofit organization that serves 60 agencies. El Comienzo is an outgrowth of the network's California Child Care Initiative, focusing on family day care. Currently, El Comienzo is embarking on a new national phase of activity, providing training and technical assistance to groups attempting to improve quality of family day care services serving Latinos. This report reviews the project's history and serves as a guide to help future implementation of Latino-based child care initiatives. The report sections are: (1) "Guiding Principles"; (2) "Resource Publications for Recruitment and Training"; (3) "Site Selection and Project Management," including support and coordination of sites, fundraising, and training; (4) "Project Activities"; and (5) "Observations and Conclusions." (BGC)

ED 437 138 PS 025 079

Dodge, Diane Trister; Colker, Laura J.
El Curriculo Creativo, para Educacion Preescolar. Tercera Edicion (The Creative Curriculum for Early Childhood. Third Edition).
PUB DATE- 96
NOTE- 399p.; Published by Teaching Strategies, Inc. For English version, see ED 342 487. "With the collaboration of: Marilyn Goldhammer, Judy Jablon, and Carol Copple." Videotape not available from ERIC.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; *Child Development; Childhood Needs; *Class Organization; *Classroom Environment; Classroom Techniques; Cognitive Development; Computer Assisted Instruction; *Creative Teaching; Curriculum Development; Curriculum Guides; Developmentally Appropriate Practices; Early Childhood Education; Emotional Development; Learning Activities; *Learning Centers (Classroom); Mainstreaming; Parent Participation; Physical Development; Social Development; Spanish Speaking; Teacher Role; Young Children

This Spanish-language teaching guide provides early childhood teachers with a philosophy and guidelines for teaching that address children's social, emotional, cognitive, and physical development. The guide describes a curriculum that offers teachers guidance, support, and freedom to be creative and responsive with children, and provides children, including disabled children, a carefully organized and rich developmental environment. Topics discussed in Part 1 are: (1) the philosophy of the creative curriculum; (2) goals and objectives of children's development; (3) the physical environment of the classroom; (4) methods for meeting the needs of individual children; (5) schedule and routines; (6) the organization of children's learning; and (7) parents' role in the creative curriculum. Part 2 describes in detail what and how children learn, and the teacher's role in supporting children's development by means of the following interest areas: block play, house play, table toys, art, sand and water, library, music and movement, cooking, computers, and outdoors. Appendices include a child development and learning checklist and a list of 80 resources for further reading. A 37-minute companion video, with Spanish subtitles, focuses on how the classroom environment facilitates the creative curriculum, detailing elements of the learning centers listed above. (HTH)

ED 437 139   PS 025 153

Playground Surfacing--Specifications, Requirements and Test Method. Australian/New Zealand Standard R .
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Health; Design Requirements; *Equipment Standards; Foreign Countries; Injuries; *Playgrounds; Prevention; Safety; *Safety Equipment
IDENTIFIERS- Australia; Child Safety; New Zealand; Playground Design; *Playground Equipment; *Surfacing Materials

Ideally, playgrounds should encourage development of gross and fine motor skills and present a stimulating play environment that provides children with manageable challenges. In order to provide these challenges, a balance must be found between risk and safety. Over the last few years there has been an increased interest in the use of soft surfacing underneath and around playground equipment, and there is now widespread agreement that adequate surfacing is required underneath and around all playground equipment from which a child might fall, in order to reduce the effects of those falls. This Australian/New Zealand Standard provides general requirements for surfacing to be used in children's playgrounds and specific requirements for areas where impact energy attenuation is necessary. It suggests the factors that should be considered when selecting a playground surface and gives a method of test by which the impact energy attenuation can be determined; this test gives a critical fall height for a surface that represents the upper limit of its effectiveness in reducing head injury. The Standard also gives a method for determining a head injury criteria (HIC) value, which is a calculation of the severity of a deceleration impact on the brain. Acceptable materials and depths for undersurfacing, and a guide to allowable fall heights from equipment onto such undersurfacing, can be determined by reference to HIC and g (acceleration into gravity at earth's surface) values. (EV) transition practices, and asked teachers what barriers they see to implementing more transitions practices. Teachers reported that while 52 percent of children experience a successful entry into kindergarten, 48 percent have moderate or serious problems. Teachers were most frequently concerned about children's skills in following directions and academics. The most common practices teachers use to help children as they enter kindergarten are "a talk with parents after school starts," followed by "a letter to parents after the beginning of school" and "an open house after school starts." After summarizing several other results, the report also lists findings on the transition between kindergarten and first grade. The report ends with conclusions and implications of the study, including: (1) there is a poor fit between the expectations of kindergarten teachers and the skills of kindergartners; (2) the nation has a long way to go in ensuring that all children come to school ready to learn; and (3) teachers are talking to teachers about transitions, but teachers are not reaching parents about their children's transitions into first grade. (EV)

ED 437 157   PS 027 157

Clifford, Dick; Peisner-Feinberg, Ellen; Culkin, Mary; Howes, Carollee; Kagan, Sharon Lynn
Quality Child Care: Quality Care Does Mean Better Child Outcomes. NCEDL Spotlights Series, No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Carnegie Corp. of New York, NY.; Grant (W.T.) Foundation, New York, NY.; A.L. Mailman Family Foundation, Inc.; David and Lucile Packard Foundation, Los Altos, CA.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 4p.; For other papers in the NCEDL Spotlights series, see PS 027 156-160.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Caregiver Child Relationship; Child Development; Classroom Techniques; *Day Care; *Day Care Effects; Early Childhood Education; *Interpersonal Competence; Language Skills; Teacher Student Relationship
IDENTIFIERS- *Day Care Quality

This report, the second in the National Center for Early Development & Learning's (NCEDL) "Spotlight" series, is based on a summary of longitudinal results through kindergarten from the "Cost, Quality and Outcomes Study" by NCEDL. The study involved child care centers in four states and was conducted from 1993 to 1996. Researchers followed a group of children from the time they were 3 years old in preschool through the early elementary years. Data were collected on how the quality of child care experiences when the children were 3 affected their language, academic (mathematics and reading), and social skills through kindergarten. Researchers looked at two aspects of quality in the preschool year: observed classroom practices and teacher ratings of their relationship with each child. Key findings were: (1) over the 3-year period, child care quality affects children's development across the range of language, academic, and social skills; (2) the quality of child care matters for all children, with similar effects for children from a variety of backgrounds; and (3) these effects are long-term, lasting at least through kindergarten. The report includes a brief discussion of why the study was conducted and

Relationship; *Parent Education; Parenting Skills; Pilot Projects; Program Descriptions; Social Services
IDENTIFIERS- Program Characteristics; *Save the Children Fund; Scotland

The Positive Parenting Project, developed by Scotland's Save the Children, has worked with children and families for 3 years to identify and develop structures to meet their needs for parenting support. The project, which works in collaboration with local organizations, consults widely with parents, young people, agencies, and organizations in order to develop appropriate structures and ensure that resources meet the real needs of parents. This final report describes the project's efforts and addresses the following topics pertaining to the project: (1) Where Do We Work?; (2) How Do We Work?; (3) What Do We Do?; (4) What Do These Mechanisms Provide?; (5) Who Do We Work With?; (6) What Have We Learned from This; What Works Well?; (7) What Works Well with Parents?; (8) Why Does This Approach to Support, Work Well with Parents?; (9) Other Important Factors in Providing Support; (10) Which Approaches Are Less Successful?; (11) How Do We Know That This Support Is Effective?; (12) What Do Parents Understand by Support?; (13) Approaches to Support; (14) Understanding Needs; (15) Flexible Support; (16) Informal Support; (17) Getting the Terminology Right; (18) How Do We Develop "Parenting Skills"?; and (19) How Did We Monitor and Evaluate Our Work? The report concludes by noting that the multi-layered collaborative approach used by the project has ensured the sustainability of many of the initiatives it created. (EV)

ED 437 176 PS 028 119

Aber, J. Lawrence; Brown, Joshua L.; Henrich, Christopher C.
Teaching Conflict Resolution: An Effective School-Based Approach to Violence Prevention. Research Brief.
SPONS. AGENCY- Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.; Grant (W.T.) Foundation, New York, NY.; Pinkerton Foundation, New York, NY.; Kellogg Foundation, Battle Creek, MI.; Surdna Foundation, Inc., New York, NY.; Carnegie Corp. of New York, NY.; Ford Foundation, New York, NY.
PUB DATE- 99
NOTE- 28p.; A separately-published five-page "Executive Summary" is appended.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Conflict; *Conflict Resolution; Elementary Secondary Education; Interpersonal Communication; *Prevention; Problem Solving; Program Effectiveness; Program Evaluation; School Activities; *Violence
IDENTIFIERS- *Resolving Conflict Creatively Program

This report describes one of the largest and longest running school-based violence prevention programs in the country, the Resolving Conflict Creatively Program (RCCP), and discusses the results of a rigorous evaluation of the program's effectiveness conducted by the National Center for Children in Poverty (NCCP) at Columbia University's Joseph L. Mailman School of Public Health. The report is designed to inform policymakers, program developers and managers at the local level, and other opinion leaders and decision makers of effective strategy for directly addressing the problem of violence among children and youth. Founded in 1985, the RCCP now serves approximately 9,000 students in 60 New York City public schools. The program is designed to promote constructive conflict resolution and positive inter-group relations. It is based on the philosophy centers; and improving early childhood educators' qualifications. Speakers included Senators James Jeffords (Vermont), Tim Hutchinson (Arkansas), Susan Collins (Maine), and Jack Reed (Rhode Island). Providing expert testimony were the commissioner of the National Center for Education Statistics and the executive director of the Child Care Action Campaign. Witnesses indicated that basic measures from the National Household Education Survey document tremendous variation in the skills children bring to kindergarten. Studies of child care in the United States report that the vast majority of centers provide poor to mediocre care. One participant compared U.S. child care programs to early education programs in France, noting differences in caregiver qualifications and compensation, as well as other programmatic differences. This witness also recommended accelerating the move toward universal prekindergarten programming and increasing accreditation efforts. A report on data needs for early childhood development and learning readiness is appended. (KB)

ED 437 195 PS 028 177

Quick, Robin
Parents Make the Difference: A Guide for Parents Who Want To Be Involved in Their Child's Education.
PUB DATE- 99
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Homework; Parent Materials; *Parent Participation; *Parent Student Relationship; Parent Teacher Cooperation; Study; Study Habits; *Study Skills

Written by an educator, this book is designed to help parents develop a solid working relationship with their school-age children and their children's teachers, to dispel some popular "homework myths," to help parents and children become more efficient at homework, and to offer suggestions on how to help children become more independent with homework. Section 1, "Parent Involvement," contains these chapters: (1) "Introduction"; (2) "Parent/Teacher Conferences"; (3) "Communication"; (4) "Monitor All Materials"; and (5) "Fight When Needed." Section 2, "Homework Myths," contains chapters: (6) "Laziness"; (7) "Traditional Study Environment"; (8) "You Should Know This"; (9) "Incorrect Priorities"; and (10) "If Education Was Important to You." Section 3, "Preparing for Battle," contains chapters: (11) "'Battle Stations'"; (12) "Keep a Positive Attitude"; (13) "Suggestions for Creating a Good Study Environment"; (14) "Set Time Guidelines"; and (15) "Monitor the Progress." Section 4, "Study Tips for Specific Content Areas," contains: (16) "Overview"; (17) "Spelling/Vocabulary"; (18) "Textbook"; (19) "Novel"; (20) "Mapping/Outlining"; (21) "Timelines"; and (22) "Statistics." Section 5 contains the book's brief conclusion. (EV)

ED 437 196 PS 028 179

Bickart, Toni S.; Jablon, Judy R.; Dodge, Diane Trister
Building the Primary Classroom: A Complete Guide to Teaching and Learning.
PUB DATE- 99

The first part of the paper defines credentials, describes traditional and changing concepts of credentialing and professionalism, and outlines how a career development approach differs from credentialism. This section also examines the elements of credentialing systems (content, access, infrastructure), discusses which credentialed roles would create a career pathway, and suggests some reasons why out-of-school time providers and programs, and the government, might find credentials to be of value. The remainder of the paper explores how the topic of credentials relates to compensation by offering some sample policies and recommendations for further discussion by members of the out-of-school time field. The paper notes that: (1) creating the elements of a credential is a long-term process; (2) credentialing is a compensation strategy, but it does not stand alone as the solution; and (3) credentialing adds a whole new level of actions for the field to take in addition to the ones identified in the past. Contains 18 references. (EV)

ED 437 214 PS 028 211

Costley, Joan
Building a Professional Development System That Works for the Field of Out-of-School Time. Making the MOST of Out-of-School Time.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *After School Education; *After School Programs; Elementary Education; Higher Education; Middle Schools; *Professional Development; Professional Training; *School Age Day Care; *Systems Development
IDENTIFIERS- Core Knowledge

This paper focuses on some of the "how to's" of professional development for the field of out-of-school programs. The paper examines some of the training experiments in the out-of-school time field and considers questions and issues that must be addressed to create an accessible, viable, and useful system of professional development for this field. Following an introduction, Section II of the paper introduces the elements of a professional development system (core knowledge base, career lattice or matrix, linked system of training programs, training approval system, and registry of practitioners and the training they have completed) and offers recommendations. Section III explores principles that provide important guidance for the establishment of such a system and offers recommendations, while Section IV discusses the creation of a core knowledge base and development of core competencies for the out-of-school time field. This section explores the examples of four such programs: Department of the Army/CDA, Chicago MOST and Chicago Youth Agency Partnership (CYAP) Competencies, Concordia Certificate and Degree Programs, and Karen VanderVen's Developmental Caring. Section V outlines the process of creating a continuum, or linked system, of training. The paper's conclusion notes that in the years ahead, as more programs are developed and as dynamic work on professional development in the out-of-school time field proceeds, much more work will remain to be done. (EV)

The two issues of Linking Learning published in 1999 update the education community and others regarding six migrant education technology projects funded by the U.S. Department of Education. The projects are the Anchor School Project, InTime (Integrating Technology into Migrant Education), MECHA, KMTP (Kentucky Migrant Technology Project), ESTRELLA, and SYNERGY. These projects test the utility of technology to improve learning opportunities and life choices for students in migrant labor families. "Mentors and Mentees Meet on the Rio Grande" describes a special weekend event in which 17 migrant secondary school students and the college students who serve as their online mentors in the ESTRELLA project attended workshops on mentoring and preparing for college. "Online Coursework Expanding as Projects Meet Needs" examines the use of online courses in ESTRELLA, KMTP, and InTime. "Families Make TV a Learning Asset" discusses InTime's delivery of Ready to Learn workshops for Oregon's migrant preschool children and their families via public television. Other articles include profiles of the six project webmasters; "Visual Learning Activities in ESTRELLA" (Jeri Kinser); "Kids in Space: Migrant Children Go to Space Camp" (Christy Casbon); "Kentucky Kids Explore and Learn" (on field trips to a zoo and a science center); and "MECHA Migrants Talk to Teachers Online." (Contains photographs and project contact information, including Web sites.) (SV)

ED 437 234 RC 022 172

Dyck, Noel
Differing Visions: Administering Indian Residential Schooling in Prince Albert, 1867-1995.
SPONS. AGENCY- Ministry of Canadian Heritage, Ottawa (Ontario).; Nova Scotia Dept. of Education and Culture, Halifax.
PUB DATE- 97
NOTE- 134p.; Foreword by Grand Chief Alphonse Bird. Published by Fernwood Publishing.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Acculturation; *American Indian Education; *Boarding Schools; *Canada Natives; Church Role; Educational History; Educational Practices; Elementary Secondary Education; *Federal Indian Relationship; Foreign Countries; Government Role; Tribal Sovereignty; *Tribally Controlled Education
IDENTIFIERS- Institutional History; Missionaries; *Saskatchewan (Prince Albert)

This book details the history of Indian residential schooling in the Prince Albert region of Saskatchewan from the early 19th century to 1995. Following a foreword by Grand Chief Alphonse Bird of the Prince Albert Grand Council, the book overviews the five distinct institutional periods of Indian residential schooling in Saskatchewan: (1) Presbyterian and Mission School and Emmanuel College (1867-1908); (2) St. Alban's and All Saints Indian Residential Schools (1944-51); (3) Prince Albert Indian Residential School (1951-69); (4) Prince Albert Student Residence (1969-85); and (5) Prince Albert Indian Student Education Centre (1985-present). From the outset, Indian residential schooling in Saskatchewan was shaped by underlying political, economic, and cultural relations between First Nations and the representatives of church and state. The activities of early Christian missionaries who traveled to the Canadian West and North were guided by what they believed to be the spiritual and social needs of Aboriginal peoples. Within this framework, Indian residential schooling was engineered, first and foremost, to advance cultural assimilation. Although

NOTE- 100p.; For final report and related case studies, see RC 022 206 and RC 022 208-213. Appendices contain reprinted materials that may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alaska Natives; *American Indian Education; *Bilingual Education; Bilingualism; Case Studies; Community Involvement; Culturally Relevant Education; *Educational Change; Educational Practices; Elementary Secondary Education; Eskimos; Improvement Programs; Indigenous Personnel; Language Maintenance; *Rural Schools; *School Community Relationship; Self Determination
IDENTIFIERS- Alaska (Southwest); Systemic Educational Reform; *Yupik Eskimos

As part of a larger study of systemic educational reform in rural Alaska, this case study examines recent efforts by the people of Quinhagak to integrate Yup'ik language, values, and beliefs into school practices and policies. Quinhagak is a Yup'ik Eskimo community of 550 people on the southwest coast of Alaska. Nearly all residents can communicate in both Yup'ik and English. The K-12 school enrolls about 140 students. A brief history of the community and its schools is drawn from the experiences of an elder and her descendants. As a participant in Alaska Onward to Excellence (AOTE), a district-driven reform process implemented around the state, the Quinhagak community leadership team developed an AOTE action plan that encompassed 10 statements of values and beliefs, a mission statement, and one student learning goal of communicating more effectively in Yup'ik. With that, the team decided upon two areas of study: (1) community involvement in schooling decisions and (2) the contribution of Yup'ik proficiency to overall student achievement. The case study gathered information on school organization; elementary and secondary facilities, personnel, and curriculum; special education and discipline programs; parent and community involvement; and assessment. Evidence of changes and trends is listed. Final comments summarize factors contributing to community choices for its school, factors enabling the school to implement new and self-determined educational priorities and challenges to narrowing the school-community gap and approving achievement. Appendices include school district statistics, school documents, and related publications. (Contains 14 references.) (SV)

ED 437 253   RC 022 208

Lipka, Jerry
Closing the Gap: Education and Change in New Stuyahok. Case Study.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 67p.; For final report and related case studies, see RC 022 206-207 and RC 022 209-213. Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Alaska Natives; *American Indian Education; Bilingual Education; Bilingualism; Case Studies; College Attendance; Community Involvement; *Educational Change; Elementary Secondary Education; Eskimos; Improvement Programs; Indigenous Personnel; *Rural Education; *School Community Relationship; Student Attitudes
IDENTIFIERS- Alaska (Southwest); Systemic Educational Reform;

Truedson, John R.; Yaotis, Cathy; Schwartz, Renee S.; Lederman, Norman G.; Rowe, Francie; Adams, Paul
Science and Science Education Collaboratives: Where We Are, How We Got There, and Where We Are Going.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science (Akron, OH, January 6-9, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Improvement; Educational Innovation; Elementary Secondary Education; Higher Education; *Partnerships in Education; Program Evaluation; *Science Education; *Scientists; Teacher Education; *Teacher Educators

This document is a summary of one of two presentations about collaborative projects between scientists and science educators. Each paper offers insights into accomplishments and obstacles encountered during the respective programs. Paper summaries include: (1) "Academy for Excellence in Science and Mathematics Education"; (2) "Bemidji State University"; (3) "The Collaborative Vision for Science and Mathematics Education at Michigan State University"; (4) "Do It For Yourself First"; (5) "Fort Hayes State University: Improving Teacher Preparation through the General Education Science and Mathematics Curriculum"; (6) "Greater Wichita Area Mathematics and Science Education (GWAMSE) Collaborative"; (7) "Kalamazoo College Science Education Collaborative"; and (8) "Teagle Project: Reforming Math and Science Teacher Education." (WRM)

ED 437 273 SE 063 028

McGonigal, Judith; Smith Jeffrey
A Young Scientist's Trail of Evidence of Learning To Engage in Science Inquiry as a Student, Teacher, and Researcher.
PUB DATE- 00
NOTE- 47p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science (Akron, OH, January 6-9, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 1; *Inquiry; Parent Influence; *Parent Role; Primary Education; Science Education; *Science Process Skills; Scientific Concepts; Student Attitudes; *Student Development; Student Reaction; *Student Research

This paper describes a longitudinal case study that examined the various products that a primary grade student created as he co-researched with his teacher how to implement self-selected science inquiry in a suburban first grade classroom in New Jersey. Transcriptions of science presentations and interviews, parent and student reflection, and the student's year-long science notebook are used to retrace and examine what doing science meant to a first grade student who participated in multiple shared, guided, and self-selected science inquiries. The importance of including family in the school learning environment and the need to cross the border into home with science investigations initiated in school are documented. This case study not only describes how a young student developed his science literacy, but also how he became a science education

Washington, DC.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cultural Context; *Curriculum Enrichment; Elementary Education; Foreign Countries; Global Education; *Language Arts; Middle Eastern Studies; Student Educational Objectives
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Israel; *Jordan

This curriculum project on the cultures of the Middle Eastern countries of Israel and Jordan stresses the language arts and focuses on objectives for elementary-age students to attain. The project states that children will: locate, list, identify, label, demonstrate, research, organize, compose, conference, rewrite, proofread, rewrite again, illustrate, create, read, perform, guess, select, participate, invite, encourage, coordinate, videotape, enjoy, publish, write, decide, round, practice, define, compare, design, classify, locate, memorize, learn, and teach diverse projects and materials about Israel and Jordan. The curriculum project notes that the objectives can go "on and on" with activities for children and offers suggestions for materials. It stipulates that children will write "haiku" poems based on everything they have learned about Israel/Jordan for evaluation purposes (examples of haiku poetry are included). (BT)

ED 437 299 SO 030 770

Burpee, Mark
Israel and Jordan, 1998. Fulbright-Hays Summer Seminars Abroad, 1998 (Israel and Jordan).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; *Archaeology; Area Studies; *Cultural Context; Curriculum Development; Foreign Countries; *Geography; Global Education; Middle Eastern Studies; Secondary Education; Social Studies; Student Educational Objectives
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Israel (Jerusalem)

This curriculum project focuses on ancient civilizations, especially the various cultures that have inhabited the territory that is now Jerusalem, Israel. The project gives objectives for students to aim for and outlines the following 4-part procedure: (1) Background and Preparation; (2) Archaeology; (3) Group Research Project; and (4) Jerusalem Dig. The project suggests homework assignments, debriefing exercises, and notebook writing exercises. It gives evaluation assignments, lists materials needed, and furnishes extra credit extensions and applications. Attached are sample sheets for researching a culture and for discovering a culture, as well as an artifact record sheet. (BT)

ED 437 300 SO 030 771

This program lists texts, music, and art works that have been selected as a core of studies that continue through the curriculum from pre-kindergarten through 12th grade at The Montclair Kimberley Academy (New Jersey). The selections are representative of important texts, music, and art that have been taught to the Montclair Kimberley Academy (MKA) students throughout the years. MKA faculty have made their selections from the texts, music and art available, using a construct of four criteria of significance developed by the National Endowment for the Humanities. The four criteria include: timelessness (judged important by thoughtful men and women over long periods of history); (2) centrality (involves major themes and motifs, uses accepted methods of inquiry, is innovative with the promise of considerable influence); and (3) originality (not novel, but represents a genuine, fundamental shift in perspective that has the potential for meaningful new vision and understanding of any "human achievement worth understanding" Wayne Booth). To those criteria, MKA added "accessibility" as it relates to student ages and development. The bulletin notes that an outcome of the program is the opportunity to include significant non-Western texts, music, and art in the curriculum. All students engage in a coherent core of studies in writing, mathematics, science, foreign languages, technology, and citizenship. The table of contents includes: (1) "Philosophy" (Anticipated Outcomes, Special Curriculum Considerations, Operational Considerations, and Afterthought); (2) "Core Works by Grade"; and (3) "Core Works Narratives." (BT)

ED 437 319   SO 031 242

Pepin, Birgit; Moon, Bob
Curriculum, Cultural Traditions and Pedagogy: Understanding the Work of Teachers in England, France and Germany.
PUB DATE- 99
NOTE- 18p.; Paper presented to the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Cultural Context; *Curriculum Development; Curriculum Research; Elementary Secondary Education; Foreign Countries; National Curriculum; *Teacher Role; *Teaching Methods
IDENTIFIERS- England; France; Germany

This paper analyzes the ways in which national cultural traditions influence the processes of curriculum and pedagogic renewal in three contrasting European countries: England, France, and Germany. The paper is concerned with the ways national school traditions permeate through to systemic features, to the curriculum, and to teachers' pedagogies in their classrooms. Drawing primarily on a recent study of mathematics teachers' work, the research findings in the paper demonstrate that national cultural traditions in England, France, and Germany are a major determinant and influence on the system of schooling in general, on national curricula, and on teachers' principles and classroom practices in schools. The paper argues that an awareness of the socio-cultural and philosophical base upon which systems have developed is a critical element in analyzing and understanding contrasting national models of curricular and pedagogic organization, and that a lack of such understanding is likely to inhibit the

IDENTIFIERS- *Civic Values; Dialogic Communication

This document is a guide for teachers to integrate civic values and service learning into their social studies classes. The curriculum includes 17 ready-to-use lessons that can be adapted to United States history, government, or civics classes. A vital part of the unit is a group project in which students identify a real political problem, research related issues, and propose a solution. Students will be challenged to apply national civic values to the process of resolving these issues. The course presents a political problem-solving model, along with a research guide and a lesson on creative problem solving. The course is divided into the following parts: (1) "Political Problem Solving" (The Pledge and the Contract; Political Problem Solving; Research Methods; Creative Problem Solving); (2) "U.S. Civic Values" (U.S. Civic Values; Great Seal of the U.S.; Religious Freedom); (3) "Dialogue and Conflict Resolution" (Dialogue; E Pluribus Unum); (4) "Current Political Problems" (Youth Violence; Racial Labels; Hate Crimes; Gender Equity; Economy vs. Ecology); and (5) "The Challenge of Citizenship" (Democracy and School; Reality or Illusion; Wake Up, America!). Appendix A contains Teacher Strategies; Dialogue, Cooperative Learning, and Service Learning; Appendix B contains a glossary; Appendix C contains resources; books, curriculum, and Web sites; and Appendix D contains Youth Citizenship Awards Program information. (BT)

ED 437 340 SP 038 877

McFarland, Katherine P.
Specific Classroom Management Strategies for the Middle/Secondary Education Classroom.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Design; Classroom Environment; *Classroom Techniques; *Discipline; Humor; Lesson Plans; Middle Schools; Nonverbal Communication; Planning; Secondary Education; *Student Behavior; Student Participation; *Teacher Attitudes; Teacher Expectations of Students

This paper presents detailed classroom management strategies for teachers working in middle- and secondary-level classrooms. The strategies include: (1) plan lessons that are well organized and fully developed, showing all the components of the teaching-learning cycle using a variety of strategies and activities that reflect multiple learning styles; (2) be orderly by having a good room arrangement, a traffic area free of congestion, a professional space, and an attractive environment corresponding with the unit; (3) have a positive attitude and high expectations for all students; (4) when redirecting individual off-task behaviors, choose nonverbal over verbal comments whenever possible; (5) be motivated, enthusiastic, interested, and well-informed about what is being taught; (6) prevent discipline problems by planning for them before they happen; (7) give clear, explicit instruction of expectations before moving students to activities; (8) keep students actively engaged; and (9) use humor, creativity and concern to handle many problems. Four models of the discipline management plan are featured. (SM)

ED 437 341 SP 038 879

present the Missouri School Improvement Standards on Health Education and Communicable Diseases, policy guidelines on communicable diseases, and infection control procedures for schools. (SM)

ED 437 361 SP 038 944

Campaign Safe & Sober. Youth & Generation X Planner.
PUB DATE- 98
NOTE- 139p.; Materials of different sizes have been converted to 8.5 x 11 inch pages.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Bicycling; Child Health; *Driving While Intoxicated; Elementary Secondary Education; *Health Promotion; Legislation; Pedestrian Traffic; *Restraints (Vehicle Safety); *Safety Education; School Buses; Substance Abuse; Traffic Accidents; *Traffic Safety; *Young Adults
IDENTIFIERS- *Bicycle Helmets; Generation X; *Risk Reduction

This packet contains information on safe and sober driving for members of Generation X. The packet includes information on "Buckle Up America! Week 1998," which was designed to encourage everyone on the road to use seat belts and child safety seats and to use them properly. It also offers a safety city brochure and multiple program materials (success stories, strides for safety article, youth fatalities overheads, and a prescription for injury prevention discharge instructions). The packet provides resource materials such as a catalog, a state bicycle and pedestrian coordinators contact list, and a National Highway Traffic Safety Administration regional offices and State Highway Safety offices contact list. Other materials in the packet include fact sheets and brochures on safe bicycling on the roads; safe driving habits; safety in pickup trucks; booster seats; safety seats; drug impaired driving; alcohol poisoning; zero tolerance laws; air bag safety; seat belt use; safety belt laws; the Patterns for Life initiative; school bus safety; bicycle safety on campus; and pedestrian safety. (SM)

ED 437 362 SP 038 945

Classroom Management.
PUB DATE- 99
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Cognitive Style; Elementary Secondary Education; Inservice Teacher Education; Lesson Plans; *Planning; *Student Motivation; *Teacher-Expectations of Students; Teachers

This inservice teacher education packet focuses on teacher expectations, student motivation, learning modalities, planning for instruction, classroom organization, and management strategies. Following a section on implementation of strategies, an overview gives the trainer a quick overview of the entire packet. The overview is laid out in a matrix that describes the number of each activity, the time needed to carry out all of the activities in each section, the purposes of each section, and the contents of each section. Each activity

(055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Liberties; Classroom Techniques; Corporal Punishment; *Court Litigation; Discipline; Educational Legislation; Elementary Secondary Education; *Laws; *Legal Problems; *Legal Responsibility; Libel and Slander; Malpractice; Negligence; Principals; Private Schools; Public Schools; *School Law; *Teacher Responsibility; Teachers; Torts

This paper explores what teachers can do to avoid potential lawsuits. Section 1 describes different types of laws for public and private schools. Section 2 discusses tort liability. Section 3 presents legal principles that apply to educators (in loco parents, intentional torts, strict liability, negligence, foreseeability, assigned duties, contributory negligence, assumption of risk, and federal torts). Section 4 discusses negligent conduct and supervision. Section 5 presents guidelines in supervision. Section 6 discusses responsibility for learning (accountability, curriculum, and new teaching methods and techniques). Section 7 presents guidelines in methodology. Section 8 discuses obscenity in the classroom. Sections 9 and 10 discuss libel, slander, and privacy and related guidelines. Sections 11 and 12 discuss teachers' civil liberties and related guidelines. Section 13 discusses before and after school. Sections 14 and 15 note that principals can also be sued, and offer guidelines for principals. Section 16 describes teachers as counselors. Section 17 explains child abuse reporting. Section 18 discusses classroom management. Section 19 examines prayer in school. Section 20 emphasizes field trips. Section 21 presents guidelines for corporal punishment. Section 22 discusses guidelines regarding discipline. Section 23 explains what teachers should do if they think they might get sued. (Contains 13 references.) (SM)

ED 437 382 SP 038 970

Fulton, Kathleen
Teacher Preparation STaR Chart: A Self-Assessment Tool for Colleges of Education. Preparing a New Generation of Teachers.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; School Role; Schools of Education; Self Evaluation (Groups); Student Role; Teacher Competencies; Teacher Qualifications; Teacher Role

Recent studies suggest that less than half of the nation's teacher preparation institutions require students to design and deliver instruction using technology, and even fewer require technology use during student teaching. The School Technology and Readiness (STaR) Chart for schools, colleges, and departments of education (SCDEs) was designed to address the lack of technology preparedness in today's teacher education programs. The Teacher Preparation STaR Chart was developed with the assistance of a wide group of stakeholders, including deans, faculty members, students, superintendents, educators, and business community members. It offers individual SCDEs an explicit tool for determining their current standing and future directions. It provides a visual display of key factors for the

Accountability in Higher Education: Are There "Fatal Errors" Embedded in Current U.S. Policy Affecting Higher Education?
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 2-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Educational Finance; *Educational Policy; Educational Trends; Government Role; *Higher Education; Policy Formation; State Legislation; Trend Analysis

Some observers of political phenomena are referring to the 1990s as the "age of accountability." Early in the decade of the '90s, articles in periodicals, professional journals and other sources were voicing warnings about increasing public policymaker frustration with higher education and the spreading development and implementation of accountability policies in the U.S. and Europe. By the middle of the decade authors were writing about the actual implementation of accountability policies in various states and the U.S. government. Although accountability is the current reality in federal and most state funding of higher education, a review of the literature hints that there may be some "fatal flaws" in the pursuit of the accountability chimera. (Contains 88 references.) (AA)

ED 437 404 TM 030 556

Yarlas, Aaron S.
Schema Modification and Enhancement as Predictors of Interest: A Test of the Knowledge-schema Theory of Cognitive Interest.
PUB DATE- 99
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Educational Theories; Higher Education; Prediction; *Student Interests; *Undergraduate Students
IDENTIFIERS- *Schema Theory

A general cognitive theory of interest is offered to allow for predicting the degree to which any informational environment is perceived as interesting. The theory is assessed in a study that tested predictions of a knowledge-schema theory of cognitive interest. Three classes of hypotheses regarding the cognitive causes of interest are identified (complexity, novelty, and unexpectedness hypotheses). A domain-and-modality-general theory, referred to as the knowledge-schema theory of cognitive interest (KST), captures the underlying regularities of these specific hypotheses by positing learning via schematic enhancement and schematic modification as causes of interest. The predictions of the KST were tested with 63 undergraduates. It was expected that those who learned more from a target passage, as measured by improvement on a memory test, would rate the passage as more interesting than those who learned less. Participants demonstrated greater learning for concepts in the target passage that were more related to their knowledge-schema than for concepts less related to this schema. Participants also generally judged the paragraphs of the target passage that had led to greater schema enhancement as more interesting than the paragraphs that induced less schema

Needs Assessment.
PUB DATE- 99
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Needs Assessment; *Skill Development; Training
IDENTIFIERS- North Carolina

This "skill packet" is a training document that serves as a guide to performing needs assessment in the educational context. It is anticipated that, at the end of the training, participants will be able to: (1) define needs assessment concepts; (2) identify strategies for conducting a needs assessment; (3) describe the strategies and instruments used in needs assessment; and (4) apply the results of needs assessments in providing assistance to schools. A section of the guide is devoted to each of these anticipated outcomes. Activities are designed to support the instruction through practice, and advice is provided for the trainer in working with the group on the activities. Handouts and evaluation forms are included with the activities. (SLD)

ED 437 427   TM 030 582

Using Data for School Improvement.
PUB DATE- 99
NOTE- 165p.; Some entries in the "Effective School Research Bibliography" have been cutoff.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Data Analysis; Data Collection; *Educational Improvement; Educational Policy; Elementary Secondary Education; Ethics; Training
IDENTIFIERS- North Carolina

This training guides is designed to teach educators how to use data for school improvement. There is an emphasis on student achievement data, because achievement is the "bottom line" in assessing schools and school systems, but other types of data necessary to measure school quality are also considered. The chapters are: (1) "Continuous Improvement and Use of Data"; (2) "Data Collection"; (3) "Ethics, Relationships and School Politics"; (4) "Summarizing, Analyzing and Collecting Data"; and (5) "Resources." The "Resources" section contains 12 sample tables and an extensive bibliography. (SLD)

ED 437 428   TM 030 583

Thompson, Jay C., Jr.; May, Frederick W.
Distance Interaction through the World Wide Web in Graduate Teacher Education: A Follow-Up Analysis of Student Perceptions.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

approached the world. Researchers examined interchange in the classrooms and school communities, focusing on occasions when students brought their cultural perspectives into the collective discourse or teachers represented their own world views or the knowledge of institutional culture, their sense of school, to students or families. The school under study was located in a very poor district, and most of the students were Hispanic or African American. After regularly observing one fifth grade classroom and visiting with students and families, the researcher concluded that each student had a unique story, though in most of the stories, the process of interchange unfolded in a similar pattern (setting the stage, building trust relationships, getting to know each other, building bridges, and self-expression at school). The process of cultural exchange did not proceed nearly as far with some students as it did with others. (Contains 32 references.) (SM)

ED 437 450 UD 033 238

Jervis, Kathe
Between Home and School: Cultural Interchange in an Elementary Classroom. The Series on Cultural Interchange.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; *Cultural Exchange; Diversity (Student); Grade 2; Grade 3; *Parent School Relationship; *Parent Teacher Cooperation; Parents; Primary Education; Public Schools; Religion; *Religious Factors; School Culture; Urban Schools
IDENTIFIERS- New York City Board of Education; *Religiosity

This monograph presents a study of cultural interchange in a second/third grade classroom within a parent-founded school. It follows one child from a religious family who traveled a long distance, both geographically and psychologically, from home to school. The study addresses influences that students encountered in traveling between home and school, focusing on cultural interchange. The researcher was in the classroom several days each week for 1 academic year and attended most parent events. She met and interviewed parents and families. This monograph looks at how families came to know the classroom; the theme of the classroom, which was living together and sharing perspectives; questions about thinking in racial and ethnic types; religiosity at home and the effect on the school experience; differing perspectives between home and school; and opening the doors for new thinking. The monograph concludes with implications that evolved from the interaction between the classroom and the family (e.g., cultural interchange is based on relationships that grow over time, professionals must cultivate a working trust with families, and unexpected differences are difficult to detect). (Contains 68 references.) (SM)

ED 437 451 UD 033 239

Finkelhor, David; Ormrod, Richard
Reporting Crimes Against Juveniles. Juvenile Justice Bulletin.
PUB DATE- 99
NOTE- 9p.

On Reconceptualizing Continuing Professional Development: A Framework for Planning. On Point...Brief Discussions of Critical Issues in Urban Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Improvement; *Educational Planning; Educational Practices; *Faculty Development; Models; Organizational Development; *Staff Development; Urban Education

If school improvement efforts are to succeed, it seems clear that institutions of higher education, school districts, and state education agencies must work together to create new strategies, incentives, and options that will promote educators' learning of the new practices and perspectives that will change the core of educational practice. The focus of staff development is to build the capacity of the organization, while the focus of professional development is to build the capacity of the individual, and thus the profession as a whole. Planning differentially for both staff and professional development requires simultaneous attention to the learning outcome desired, the size or complexity of the learning involved, and the formats best suited to achieving the learning outcome. (SLD)

ED 437 475 UD 033 267

Boyd, Richard; Anderson, Donald; Crosby, Emeral; Cunningham, Luvern; Frymier, Jack; Gansneder, Bruce; Roaden, Arliss
Are Ohio's Urban Youth at Risk? Urban and Suburban Schools in the Buckeye State.
PUB DATE- 99
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Accountability; Economic Factors; *Educational Quality; Elementary Secondary Education; *High Risk Students; Social Influences; *Suburban Schools; Suburban Youth; *Urban Schools
IDENTIFIERS- *Ohio

A study was conducted on the factors that affect learning in urban and suburban schools in Ohio, focusing on the 8 urban and 132 suburban school districts in the 8 largest counties in the state. The urban and suburban schools are compared in terms of educational, social, economic, and other factors. The chapters of this report are: (1) "How Did We Get Here from There?" (2) "Ohio's Accountability Model"; (3) "Achievement Realities"; (4) "School District Realities"; (5) "Financial Realities"; (6) "Community Realities"; (7) "Conclusions, Implications, and Discussion"; (8) "Recommendations"; and (9) "Where Could Ohio Go from Here?" Appendixes contain discussions of methodological considerations and "unfinished business" not evaluated by the study. (Contains 234 graphs and 21 references.) (SLD)

ED 437 476 UD 033 269

Ventura, Stephanie J.; Mosher, William D.; Curtin, Sally C.; Abma, Joyce C.; Henshaw, Stanley problems. Other chapters provide detailed and concrete accounts of methods and techniques for training people for social activism and leadership. Among the topics discussed is self-help by the poor at the neighborhood and community levels. The final chapter contains specific advice for establishing a nonprofit agency that includes members of the community being served. Eight appendixes reinforce many of the chapters with detailed examples. (Contains a 49-item bibliography.) (SLD)

ED 437 497 UD 033 304

Effects of Worksite Closure on Children's Academic and Psychological Adjustment. Final Report.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Asian Americans; *Children; Dislocated Workers; Employment Opportunities; *Job Layoff; Low Income Groups; Pacific Americans; *Poverty; Prediction; Resilience (Personality); *Rural Areas; Social Support Groups
IDENTIFIERS- Job Loss

This project examined children's academic performance and psychological well-being in rural communities affected by mass layoffs. In one study (Study A), school level data were compared from similar communities where worksite closing had or had not occurred. Study B explored risk and resiliency processes in a sample of 55 rural Asian Pacific Island American children whose families were affected by the demise of a major sector of the local economy. Study C provided a qualitative view of changes in children's home and community experiences, parents' and children's visions for their future, and suggestions from parents, youth, and teachers about desirable forms of support for children in families affected by job loss. Results indicate little change in school-level indicators of student achievement and behavior during the lay-off and post lay-off years. However, when students were the unit of analysis, widespread difficulties were found in the areas of problem behavior, especially internalizing behavior, and school attendance. Resilience in the face of job loss was predicted by: (1) effective coping strategies; (2) authoritative parenting; (3) social network support; and (4) a safe and positive school and community climate. In general, schools were perceived as making minimal responses to the community crisis. Parents and children wanted greater emotional support as well as stronger academic and career preparation to assist with both current psychological needs and long-term employment viability. Implications of these findings for the school's role in supporting children affected by parental job loss are discussed. Three attachments contain the interview questions for Study B and Study C and a list of project products and presentations. (Contains 5 tables, 10 figures, and 58 references.) (SLD)

ED 437 140 PS 025 292

Learning Partners: Escribamos! Leamos! Juguemos a las Ciencias! Juguemos a las Matematicas! (Learning Partners: Let's Write! Let's Read! Let's Play Mathematics! Let's Play Science!)
PUB DATE- 96
NOTE- 10p.; For other guidelines, see ED 399 004.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Elementary School Students; Learning Activities; Mathematical Concepts; *Mathematics Instruction; *Parent Student Relationship; *Parents as Teachers; *Reading Assignments; Reading Instruction; Science Activities; *Science Instruction; Scientific Concepts; *Writing Exercises; Writing Instruction

This Spanish-language document consists of four single-sheet sets of guidelines developed by the Family Involvement Partnership for Learning to assist parents in facilitating their children's elementary school success. The front part of the sheets describes general ways parents can support their children, including modeling writing, reading aloud, pointing out scientific phenomena in every-day surroundings, and emphasizing the importance of number concepts in daily life. The second side of the sheets presents specific writing, reading, science, and math exercises to engage very young children, middle grade children, and more advanced students. Activities include having children ask questions of an older person and write a coherent interview; practicing tongue twisters and reading poetry with children; having children make and observe bubbles and grow plants; and having children classify grocery items and handle money. (HTH)

ED 437 141 PS 025 307

Santelli, John; Morreale, Madlyn; Wigton, Alyssa; Grason, Holly
Improving Access to Primary Care for Adolescents: School Health Centers as a Service Delivery Strategy. MCH Policy Research Brief.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Adolescents; Child Health; Elementary Secondary Education; Primary Health Care; *School Health Services
IDENTIFIERS- School Based Clinics; *School Based Health Clinics; School Based Services

Recognizing that school-based health centers are one of the most promising recent innovations to address the health and related needs of adolescents, this report provides information on these centers as a strategy to improve the access of adolescents to primary care. The report is intended to assist state and local Maternal and Child Health (MCH) policy makers, state and local health department personnel, administrators, and program managers in assessing the ability of school health centers (SHCs) to meet the primary care needs of adolescents. The development of SHCs is outlined and the defining elements of primary care are defined. Starfield's model of primary care is its policy implications. (EV)

ED 437 158 PS 027 158

Meisels, Samuel J.
Assessing Readiness: How Should We Define Readiness? NCEDL Spotlights Series, No. 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For other papers in the NCEDL Spotlights series, see PS 027 156-160.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Childhood Education; Evaluation Criteria; *Learning Readiness; *School Readiness; *School Readiness Tests
IDENTIFIERS- Authentic Assessment

This report, the third in the National Center for Early Development & Learning's (NCEDL) "Spotlight" series, is based on excerpts from a paper presented during a "Kindergarten Transitions" synthesis conference in early 1998. The report addresses defining readiness for school and assessing a child's readiness for school. The report notes that fundamental to the attainment of readiness skills is a sense of self that can only be developed over time and in interaction with trustworthy and caring adults. The report continues that by defining readiness as a relational, interactional construct that reflects a joint focus on the child's status and the characteristics of the educational setting, three conditions become prominent for assessing readiness: (1) opportunities for interactions between teachers and children must occur in classroom settings; (2) these interactions must take place over time, rather than on a single occasion; and (3) assessments should not be used as blunt instruments, in which one type of assessment is expected to perform the functions of others. The report recommends performance assessment, and offers several suggestions for its appropriate use. (EV)

ED 437 159 PS 027 159

Churchill, Robin B.; Pickering, Larry K.
Diarrhea & Child Care: Controlling Diarrhea in Out-of-Home Child Care. NCEDL Spotlights Series, No. 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For other papers in the NCEDL Spotlights series, see PS 027 156-160.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; *Communicable Diseases; *Day Care; Disease Control; Early Childhood Education; *Hygiene
IDENTIFIERS- *Diarrhea

This report, the fourth in the National Center for Early Development and Learning's (NCEDL) "Spotlights" series, is based on excerpts from a paper presented during a "Research into Practice in Infant/Toddler Care" synthesis conference in fall 1997. The report addresses controlling diarrhea in out-of-that aggressive and violent behavior is learned and therefore can be reduced through education. The program is built around a set of core skills: communicating clearly and listening carefully, expressing feelings and dealing with anger, resolving conflicts, fostering cooperation, appreciating diversity, and countering bias. These skills are learned through a curriculum taught by teachers receiving both initial training and ongoing follow-up and support from RCCP staff developers. The RCCP is also implemented through the training of student-based peer mediation groups and school administrators, and by continued outreach to parents. Overall, NCCP's evaluation found that the RCCP had a significant positive impact when teachers taught a high number of lessons from the RCCP curriculum. Among other findings, children receiving a high number of lessons had significantly slower growth in self-reported hostile attributions, aggressive fantasies, and aggressive problem-solving strategies, as well as in teacher-reported aggressive behavior, compared to children receiving a low number of lessons or no lessons at all. (Appendices include related evaluations of the RCCP implementation, NCCP design for the evaluation of the RCCP, and implications of the RCCP evaluation for evaluation research.) (EV)

ED 437 177 PS 028 134

Accounting Early for Life Long Learning: The AcE Project.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Case Studies; *Childhood Attitudes; *Early Childhood Education; Early Intervention; Educational Innovation; Elementary School Students; Foreign Countries; Lifelong Learning; Preschool Children; Program Descriptions; Self Motivation; *Student Attitudes; *Student Educational Objectives; Student Motivation
IDENTIFIERS- England

Building upon the work of the Effective Early Learning (EEL) Project in raising the quality of early learning for young children in the United Kingdom, the 3-year Accounting Early for Life Long Learning Project (AcE Project) focuses on enhancing in 3- to 6-year-olds those attitudes and dispositions that are important to life-long learning. This report presents the rationale for the project, and describes its conceptual framework and methodology. The three key research components of the project are to: (1) define the early characteristics of life long learners, focusing on "Advancement Attributes," attitudes, dispositions, and inclinations; (2) design assessment instruments to measure these characteristics; and (3) develop practice to support them. The conceptual focus is on child outcome domains such as academic achievement, dispositions to learn, respect for self and others, well-being, and on adult outcome domains such as sensitivity, stimulation, and autonomy. A variety of methods will be used in the study, including consultation and literature review, multiple case studies, measurement scale development, and action research. Phase 1 of the project will entail the description and design of key concepts and instruments, and will include in-depth case studies of 20 children from 10 early childhood settings. Phase 2 will involve development and evaluation of concepts and instruments in action research conducted in 30 early childhood

NOTE- 471p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Classroom Environment; *Classroom Techniques; Computer Uses in Education; *Curriculum Development; Developmentally Appropriate Practices; Discipline; Educational Technology; *Elementary School Curriculum; Elementary School Mathematics; Elementary School Science; Emergent Literacy; Family School Relationship; Fine Arts; Language Arts; National Standards; Primary Education; Social Studies; State Standards; Student Evaluation; Student Needs; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Scientific Thinking

Addressed primarily to elementary school teachers working with children in grades one through three and grounded in developmentally appropriate practice, this book provides a practical framework for making teaching effective and learning meaningful for children in these early grades. Chapters in Part 1 of the book each present one of six teaching strategies for building the primary classroom: (1) knowing the children you teach; (2) building a classroom community; (3) establishing a structure for the classroom; (4) guiding children's learning; (5) assessing children's learning; and (6) building a partnership with families. Chapters in Part 2 each describe one of the following subject areas: (1) language and literacy; (2) mathematical thinking; (3) social studies; (4) scientific thinking; (5) technology; and (6) the arts. Each of the curriculum content chapters presents an overview of the subject area based on current national [illegible]te standards, outlines the skills and content children [illegible] expected to learn, and offers practical teaching strategies for guiding children's learning. Each chapter also contains references and resources. (KB)

ED 437 197   PS 028 185

Mangano, Melissa C.
Assuring Quality in Early Childhood Settings: A Report on Accreditation Processes and Quality Standards.
PUB DATE- 99
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Comparative Analysis; *Day Care; *Early Childhood Education; Organizations (Groups); Program Evaluation; Quality Control; Standards
IDENTIFIERS- *Accreditation Standards; American Public Health Association; Child Welfare League of America; *Day Care Quality; Early Childhood Environment Rating Scale; Head Start Program Performance Standards; National Association Educ of Young Children; National Association for Family Child Care

Increasingly, it is recognized that accreditation by a nationally reputed accreditation association can improve the delivery of quality child care services through compliance with nationally recognized standards of best practice. This report examines the accreditation processes of four nationally recognized organizations: (1) National Association for the Education of Young Children; (2) National Early Childhood Program Accreditation system; (3) National Association for Family Child

ED 437 215 PS 028 212

How Faith Communities Support Children's Learning in Public Schools.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; *Churches; Community Programs; Elementary Secondary Education; Mentors; *Partnerships in Education; Program Descriptions; *Public Schools; *Religious Organizations; Tutoring; Volunteers

Many faith communities partner with schools to provide tutoring, safe havens, after-school programs, mentoring, and summer activities; they also inspire their membership to volunteer on behalf of children, youth, and families in the nation's schools. This booklet describes several faith community initiatives in a variety of areas that support children's learning. These areas are: after-school programs, school safety, college planning, and reading. The booklet also lists guidelines for public school/faith community partnerships and reminders for volunteers to consider. (HTH)

ED 437 216 PS 028 213

Family Characteristics of 6- to 12-Year-Olds. Indicator of the Month.
PUB DATE- 00
NOTE- 3p.; Extracted from "The Condition of Education 1999."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Children; Educational Attainment; Employed Parents; *Family Characteristics; Family Structure; Mothers; One Parent Family; Siblings

Noting that the family environment in which a child lives affects many aspects of that child's life, including school performance, this "Indicator of the Month" from the National Center for Educational Statistics presents data on family characteristics for 1972-1997. In addition to data tables, key findings are summarized: (1) educational attainment of parents of 6- to 12-year-olds increased substantially between 1972 and 1997; (2) the employment rate of mothers of 6- to 12-year-olds rose from 39 percent in 1972 to 66 percent in 1997, whereas the employment rate for fathers decreased slightly; (3) the percent of 6- to 12-year-olds who lived with only their mother increased from 12 to 24 percent between 1972 and 1997, and conversely, the percentage who lived with two parents decreased from 87 to 71 percent during the same period; and (4) in 1997, 6- to 12-year-olds had fewer other children in their household than their peers in 1972. (HTH)

ED 437 217 PS 028 214

Corder, Gregory W.
Motivating Middle Grades Students Using a Cooperative Learning Approach.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

they had quite different aspirations for their children, Indian communities did not deny the possible utility of a formal education. The efforts of Indian leaders to take over residential schooling in Prince Albert were undertaken in the absence of support by federal officials for the principles of Indian control of Indian education or for Indian parents' rights to determine what was best for their children. The book attributes the survival, development, and success of the Prince Albert Indian Student Education Centre to the people of the Prince Albert Grand Council. (Contains a bibliography, index, photographs, and chapter notes.) (LP)

ED 437 235 RC 022 173

Ramirez, Al; Guzman, Nadyne
The Rural School District Superintendency: A Colorado Perspective.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Conference of the National Rural Education Association (Colorado Springs, CO, October 13-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Board Administrator Relationship; Board of Education Policy; Boards of Education; Educational Change; Educational Finance; Elementary Secondary Education; *Job Satisfaction; *Rural Schools; *School Districts; *Superintendents; Surveys
IDENTIFIERS- *Colorado

A survey of 105 rural school superintendents in Colorado investigated areas significant to success in and satisfaction with the superintendency in rural school districts. These areas included school district background, perceptions of the rural superintendency, future plans of respondents, governance issues, board-superintendent relations, external support, personal management issues, policy issues, and financial support. The average age of respondents was 51; 84 percent were male; the average experience as a superintendent was 9.3 years; and the average number of superintendent positions held was 1.6. Half the school districts served fewer than 744 students. Forty-one percent of students in the school districts received free or reduced-price lunch. Results indicate that respondents were highly satisfied with their jobs, but were less satisfied with their compensation package; expressed satisfaction with the level of decision-making authority available to them; and indicated good support for public education from parents, the community, and local media. However, one-third of respondents indicated that they were considering a career change in the next 3 years. When asked about boards of education, 76 percent of respondents were highly satisfied with their relationship with the board, and 86 percent were highly satisfied with the collaborative effort between the board and the superintendent. The majority of respondents expressed concern about the shrinking number of applicants for vacant teaching positions, but were enthusiastic about the dedication and quality of school personnel. An overwhelming number expressed dissatisfaction with the state charter school law. Respondents were also dissatisfied with the interdistrict choice program and the amount of time spent on mandatory testing. (LP)

ED 437 236 RC 022 174

Czaja, Marion D.; Belcher, Sandi

*Yupik Eskimos

As part of a larger study of systemic educational reform in rural Alaska, this case study examines reform efforts underway in New Stuyahok, a community of 440 people in southwestern Alaska. The population is almost entirely Yup'ik Eskimo. The K-12 school enrolls about 150 students. In 1992, Alaska Onward to Excellence (AOTE) established district and village leadership teams that began the process of bridging the gap between school and community. Through a collaborative approach to planning, the school and community established two major goals: postsecondary success and increased bilingualism. A 1995 action plan sought to increase community involvement in the AOTE process, the use of community instructors, village pride in Yup'ik culture and language, and integration of community culture in the school. The bilingual education program was also targeted for improvement. From 1993 to the present, student achievement has shown a positive trend, with improvements in postsecondary attendance, standardized test scores, and writing assessments. However, increased student proficiency in and use of Yup'ik remains an unmet goal. A major problem is high teacher turnover, which works against building a stable school culture or maintaining reforms. Recommendations are offered in the areas of site-based decision making, training for leadership teams, integration of Yup'ik cultural knowledge, teacher education, and state policy. The results of student, graduate, teacher, and parent surveys are included. (Contains 25 data tables and figures.) (SV)

ED 437 254   RC 022 209

Kawagley, Angayuqaq Oscar; Barnhardt, Ray
A Long Journey: Alaska Onward to Excellence in Yupiit/Tuluksak Schools. Case Study.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 37p.; For final report and related case studies, see RC 022 206-208 and RC 022 210-213.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alaska Natives; *American Indian Education; Bilingual Education; Case Studies; Community Involvement; *Cultural Education; *Educational Change; Elementary Secondary Education; Eskimos; Improvement Programs; *Rural Education; *School Community Relationship
IDENTIFIERS- Alaska (Southwest); Subsistence Lifestyle; Systemic Educational Reform; *Yupik Eskimos

As part of a larger study of systemic education reform in rural Alaska, this case study examines the school improvement process undertaken in Yupiit School District (YSD). YSD consists of three Yupiaq villages in southwest Alaska that joined together in 1984 to form the Yupiit Nation and to run their own schools. In 1992 a district-level leadership team, trained in the Alaska Onward to Excellence school improvement process, called the first community-wide meetings to discuss the values and beliefs that should be passed on to the next generation. The district team then compiled community values and beliefs, drew up a draft mission statement, and listed tentative student goals. After extensive community feedback, the YSD school board adopted the following student goals: knowledge of Yup'ik values, culture, and subsistence skills; preparation for work and further education; respect and positive attitudes toward life, learning, and community; development as law-abiding researcher. (Contains 17 references.) (Author/WRM)

ED 437 274 SE 063 029

Neizer, Gilbert; Fox, Chip
North Texas Teachers' Preparation To Implement the Texas Science Curriculum (TEKS).
PUB DATE- 00
NOTE- 10p.; Some pages may not reproduce well. Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science (Akron, OH, January 6-9, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Education; *Elementary School Teachers; Inquiry; *Knowledge Base for Teaching; *Science Curriculum; Science Education; *Science Process Skills; Scientific Methodology; *State Standards; Teacher Attitudes
IDENTIFIERS- *Texas

This report presents the results of a mail survey conducted to ascertain Texas elementary teachers' opinions of their level of preparedness to implement the Texas Essential Knowledge and Skills (TEKS) science curriculum. Most of the teachers (89%) had read the TEKS science curriculum requirements, and many (55.9%) did not think the requirements would place an undue or unattainable burden on them. Teachers were almost evenly split on whether or not they felt prepared to teach the material mandated by the requirements, and a majority (64%) felt they were not adequately prepared by their college education. About one half of the teachers believed they were adequately trained in these science process skills and had actual practice in the use of the scientific method. Most of the teachers (68.5%) reported that they were already teaching TEKS, and only 40% believed more science teaching would result from the new curriculum. (WRM)

ED 437 275 SE 063 030

Commission on the Advancement of Women and Minorities in Science, Engineering, and Technology Development Act. Public Law 105-255. 105th Congress.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Engineering Education; *Engineers; *Females; Government Role; Higher Education; Laws; *Minority Groups; Science and Society; Science Education; *Scientific Enterprise; Scientific Personnel; *Scientists; Technology

This Public Law (PL-105-255) lays out the reasons for establishing the Commission; the duties of the Commission; membership, directorship, and powers of the commission; and expectations for the Commission's report. (WRM)

ED 437 276 SE 063 032

Preparing Our Children: Math and Science Education in the National Interest.
PUB DATE- 99
NOTE- 32p.; Some pages may not reproduce well.
LANGUAGE- English

Bloom, Janice

Culture and Conflict in the Middle East: Whose Jerusalem? A High School Curriculum. Fulbright-Hays Summer Seminars Abroad, 1998 (Israel and Jordan).

SPONS. AGENCY- Center for International Education (ED), Washington, DC.

PUB DATE- 98

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Area Studies; *Conflict; *Cultural Context; Curriculum Development; Foreign Countries; Geography; Global Education; High Schools; Judaism; Middle Eastern Studies; *Religious Cultural Groups; Social Studies; Student Educational Objectives; Units of Study

IDENTIFIERS- Fulbright Hays Seminars Abroad Program; Historical Background; *Israel (Jerusalem); *Middle East

This high school curriculum project/unit of study focuses on providing a framework of ideas for teachers interested in teaching about both the historical and current cultures and conflicts of the Middle East. While the unit is set up to include a more traditional section where both the religious and historical background of Judaism and Islam are studied, the major focus is on an introduction and culminating project which approaches the topic from a more unusual angle. The final project for this unit has students holding a "summit conference" at which the future of Jerusalem will be decided. The unit's aim is to engage students in a project that deals with real-world issues by asking them to work as active learners and problem solvers. The unit, envisioned in three parts, contains materials and lessons for parts 1 and 3. Part 1 asks students to think about what they already know about the topics they are going to study and then to think through what it is that they want/need to know. It introduces the geography of the Middle East along with a general historical background and an introduction to Judaism and Islam. It aims to help students understand some of the strong passions and beliefs that surround Israel/Palestine and Jerusalem by connecting it to their own experiences. Part 2 is a survey of Judaism and Islam. Part 3 is the culminating project or "exhibition" for the unit. The unit incorporates a wide range of activities to give students practice in a variety of skills, as well as to help reach students with a variety of learning styles and abilities. Activities include geography and work with maps, brainstorming, creative writing, analysis, and personal writing; there is also a mix of individual, small group, and whole class activities. (Contains an 11-item bibliography.) (BT)

ED 437 301 SO 030 789

Beardsley, Donna A.

Chronicles of the American West.

PUB DATE- 99

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Cultural Context; *Geographic Regions; Higher Education; Primary Sources; Regional Characteristics; Secondary Education; *Social History; Social Studies; Student Projects; Student Research; *United States History process of curriculum change at all levels of the system. (Contains 39 references.) (Author/BT)

ED 437 320 SO 031 253

Stopsky, Fred
NCSS Standards: Quest for the Unattainable.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Cultural Education; Elementary Secondary Education; *National Standards; *Social Studies
IDENTIFIERS- Curriculum Standards; *National Council for the Social Studies; *National Social Studies Standards

The National Council for the Social Studies (NCSS) has proposed a set of social studies guidelines to direct the manner in which teachers function within classrooms. This paper questions not whether there should be standards, but which standards. The paper first discusses the quest for certitude, noting that a teacher is not a farmer who tends large fields that require standardized treatment, but rather a gardener who treats each plant with special care. It then considers the nature of standards, defining a standard as an expectation based upon assumption. The paper cites and discusses the National Council for the Social Studies' 10 strands or key concepts that should underlay the teaching of social studies from K-12: (1) culture; (2) time, continuity, and change; (3) people, places, and environments; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, authority, and governance; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices. The paper concludes that the standards movement will be successful only if certain conditions are met and suggests specific ways to accomplish the goals established by the social studies standards. (BT)

ED 437 321 SO 031 269

Frese, Millie K., Ed.
Herbert and Lou Henry Hoover.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Community Involvement; *Cultural Enrichment; Elementary Education; Local History; *Presidents of the United States; *Social Studies; State History; *United States History
IDENTIFIERS- Celebrations; Festivals; Historical Background; *Hoover (Herbert); Hoover (Lou Henry); *Iowa

This issue of the children's magazine, "The Goldfinch," focuses on Herbert and Lou Henry Hoover. The articles included are: (1) "Getting To Know Herbert Clark Hoover"; (2) "Lou Henry Hoover"; (3) "Meet an Iowa Author"; (4) "The Great Depression"; (5) "A Different Kind of Coupon"; (6) "The President's Mountain School"; (6) "Where are the Books?"; (7) "Quaker Traditions across Generations"; (8) "'Dear Mr. Hoover,' Letters from Children to the President"; and (9) "Peek into Lou Henry Hoover's Scrapbooks." Activities about political cartoons,

Fleming, Louise E.
Portfolios in Teacher Education.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Higher Education; *Portfolio Assessment; Preservice Teacher Education; Reflective Teaching; *Student Teacher Evaluation; Student Teachers
IDENTIFIERS- Ashland University OH; Reflective Thinking

In response to state licensure standards, Ashland University, Ohio, revised its teacher education program. The faculty pondered how to build in ways that would ensure students were making connections between their courses and field experiences while simultaneously reflecting on their own growth. Portfolios appeared to be the solution. The department's academic standards committee explored the use of portfolios in undergraduate teacher programs and found that they were being used successfully in other teacher education programs. The group worked on a developmental (versus evaluation) model that would encourage reflection, collaboration, and self-evaluation. They determined that the portfolio would be developmental for the first 3 years, and the senior portfolio would draw solely upon senior experiences. The final draft incorporated both a developmental and evaluation portfolio. It paralleled the Pathwise domains and the department's tenets. The first level of the portfolio is general and reflective. The second level is specific to a program. The third level focuses on area of concentration and in the fourth level a student writes a section on his or her philosophy on education along with a personal reflection about themselves and as a future teacher. The program was flexible enough to allow department programs to adapt the structure, implementation, and assessment to their own needs. (SM)

ED 437 342 SP 038 921

Brouwers, Andre; Evers, Will J. G.; Tomic, Welko
Teacher Burnout and Self-Efficacy in Eliciting Social Support.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Secondary Education; Secondary School Teachers; *Self Efficacy; Teacher Administrator Relationship; Teacher Attitudes; *Teacher Burnout; Teacher Collaboration; Teaching Conditions
IDENTIFIERS- *Emotional Support; Netherlands

This study examined the relationship between perceived lack of social support, perceived self-efficacy in eliciting support at the workplace, and the three successive burnout symptoms (emotional exhaustion, depersonalization, and personal accomplishment) in a sample of 277 Dutch secondary school teachers. The study hypothesized that teachers' self-efficacy beliefs in eliciting support from colleagues and principals would mediate the effect of perceived lack of support on the level of burnout. Teachers completed the Dutch version of the direction sheet is formatted in the same way, with the activity number and name at the top of the sheet and a matrix that offers: the time necessary to carry out the activity, the purpose of the activity, the setting for the activity, and materials needed. The remainder of each activity direction sheet is divided into two columns. The left side of the page lists actions which the trainer should take to carry out the activity and necessary materials. On the right side of the page, the trainer is given a more complete explanation of how to carry out the activity. Handouts and transparencies are included. (SM)

ED 437 363   SP 038 946

Professional Development.
PUB DATE- 99
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Change; *Educational Improvement; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Teacher Improvement; Teachers

This inservice teacher education packet discusses professional development. Six sections examine: (1) "What is Professional Development?"; (2) "How is Professional Development Changing?"; (3) "Why Does Professional Development Need to Change?"; (4) "How Does Professional Development Need to Change?"; (5) "How are Professional Development Activities Evaluated?"; and (6) "How Can the New Knowledge about Professional Development be Applied to the Local School?" Following implementation suggestions, an overview gives the trainer a quick overview of the entire packet. The overview is laid out in a matrix that describes the number of each activity, the time needed to carry out all of the activities in each section, the purposes of each section, and the contents of each section. Each activity direction sheet is formatted in the same way, with the activity number and name at the top of the sheet and a matrix that offers: the time necessary to carry out the activity, the purpose of the activity, the setting for the activity, and materials needed. The remainder of each activity direction sheet is divided into two columns. The left side of the page lists actions which the trainer should take to carry out the activity and necessary materials. On the right side of the page, the trainer is given a more complete explanation of how to carry out the activity. Handouts and transparencies are included. (SM)

ED 437 364   SP 038 949

Ramasamy, Rangasamy; van der Jagt, Johan W.; Jacobs, Roy L.; Ghose, Chhanda; Lindsey, Jimmy D.
Hemisphericity Modes, Learning Styles, and Environmental Preferences of Students in an "Introduction to Special Education" Course.
PUB DATE- 99
NOTE- 28p.; Display session conducted at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

integration of technology in all aspects of teacher preparation. Section 1 of this document sets the context for using the Teacher Preparation STaR Chart. Section 2 explains how to use this self-assessment tool, presenting a call for action. Section 3 emphasizes how to understand the STaR Chart, focusing on roles for the college or university as a whole; roles for the SCDE deans and directors of teacher education; and roles for faculty, students, and alumni. (SM)

ED 437 383 SP 038 973

Askvig, Brent A.; Coonts, Teresa; Haarstad, Cathy
Teacher Performance Follow-up from Large Group Training: A Pilot Study.
SPONS. AGENCY- Department of Education, Washington, DC.; North Dakota Center for Persons with Disabilities, Minot.; North Dakota State Dept. of Public Instruction, Bismarck.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Deaf Blind; Early Childhood Education; *Faculty Development; *Inservice Teacher Education; Knowledge Base for Teaching; Severe Disabilities; Special Education Teachers; Teacher Competencies; *Teacher Improvement
IDENTIFIERS- Teacher Knowledge

Teacher inservice training is critical to the continual development of effective classroom instruction. Professionals who consistently improve their instruction positively impact student performance. Many inservice training sessions use formats that are not conducive to effective adult learning. Good training uses flexible formats, job-applicable content, individualized learner outcomes, and small group instruction. However, most workshops are run in large groups and allow little flexibility in format or learner outcomes. An exception to that may be the INSITE training model (SKI*HI Institute, 1989). This pilot study examined the impact of the INSITE training model on the knowledge and skill development, actual job performance, and satisfaction of two preschool teachers of children with multiple disabilities and deafblindness. The questionnaire data, videotape reviews, and interview results suggest that the INSITE model may bring about some positive changes in teacher performance. Three appendixes present INSITE self-evaluation forms, a videotape review sheet, and interview questions. (Author/SM)

ED 437 384 SP 038 974

Educator Preparation in Colorado Report, Nos. 26 and 27. 1997-1998 and 1998-1999. A Summary of Annual Reports Submitted by Colorado Educator Preparation Institutions for the Periods August 31, 1997 through September 1, 1998 and August 31, 1998 through September 1, 1999.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Teacher Certification
IDENTIFIERS- Colorado

This publication presents a summary of annual reports submitted enhancement. In addition, the amount of learning induced by the target passage did predict the degree to which a participant judged the passage as interesting. Findings provide support for the KST regarding the causes of cognitive interest. Three appendixes contain sample test questions for domain knowledge and target passages. (Contains 54 references.) (SLD)

ED 437 405   TM 030 557

Yarlas, Aaron S.; Gelman, Rochel
Learning as a Predictor of Situational Interest.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, California, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Educational Theories; Higher Education; *Learning; Prediction; *Student Interests; *Undergraduate Students
IDENTIFIERS- *Schema Theory

A cognitive theory of interest is proposed and tested that will allow for predicting the degree to which any informational environment is perceived as interesting. This theory is the knowledge-schema theory of cognitive interest (KST) (A. Yarlas, 1998). The KST states that when learning is produced by information in an environment through either schema enhancement or schema modification, that information will be perceived as interesting. Two experiments involving 152 undergraduates and 206 undergraduates, respectively, provide evidence for the predictions of the KST regarding the direct effect of learning on interest. Across both experiments, interest varied in the expected direction as a function of both expectedness of outcomes and type of information. Interest was higher for passages containing unexpected outcomes than for those containing expected outcomes, as the KST predicted. Both experiments support the idea that degree of learning resulting from either schema enhancement or modification predicts the degree of interest for an informational environment. Two appendixes contain the target passages used in both experiments. (Contains 7 figures and 35 references.) (SLD)

ED 437 406   TM 030 558

Bailey, Phillip; Onwuegbuzie, Anthony J.; Daley, Christine E.
The Validation of Three Scales Measuring Anxiety at Different Stages of the Foreign Language Learning Process: The Input Anxiety Scale, the Processing Anxiety Scale, and the Output Anxiety Scale.
PUB DATE- 99
NOTE- 44p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (MSERA), (Point Clear, AL, November 17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *College Students; Higher Education; *Measurement Techniques; *Second Language Learning; *Student Attitudes; Validity
IDENTIFIERS- Confirmatory Factor Analysis

This study examined the psychometric properties of the Input

DESCRIPTORS- Computer Literacy; Computer Uses in Education; *Distance Education; Elementary School Teachers; *Graduate Students; Graduate Study; Higher Education; *Interaction; Online Systems; Student Attitudes; *World Wide Web
IDENTIFIERS- *Social Learning Theory

This study, a follow-up to an earlier study (reported in the 1998 "Mid-Western Educational Researcher" v10 n4) used the World Wide Web and a "Class Page" to evaluate interaction strategies in a distance education setting. This study further examines Lev Vygotsky's social learning theories as they apply to the asynchronous learning environment available over the Web. Fifty-four graduate-student participants, mostly elementary school teachers, completed survey instruments concerning their participation in the "Class Page," interactions with the instructor and other students, and the use of linked resources. An initial survey regarding computer literacy skills and usage proficiencies was followed by eight additional surveys that focused on "Page" use and interaction patterns. Data analyses indicate responses that were in contrast with those of the additional study. The use of the "Class Page" enhanced interaction and contributed to the successful learning results from this distance education classroom. (Contains 21 references.) (Author/SLD)

ED 437 429   TM 030 584

Assessment System for Limited English Proficient Students Exempted from the Texas Assessment Program at Grades 3-8. A Report Submitted to the Governor, Lieutenant Governor, Speaker of the House and the 75th Legislature.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Educational Assessment; Elementary Education; *Limited English Speaking; Program Development; Spanish; Spanish Speaking; State Legislation; State Programs; *Test Construction; Test Use; *Testing Programs
IDENTIFIERS- Texas; *Texas Assessment Project

The Texas Education Code requires the Commissioner of Education to develop and propose a system for evaluating the progress of students eligible for exemption from the statewide assessment program under current law. This report summarizes the proposed system for limited English proficient (LEP) students. It includes proposed changes to the assessment and accountability systems using the Texas Assessment of Academic Skills (TAAS) tests, the Spanish versions of the TAAS for grades 3 and 6, and a new instrument for measuring proficiency in reading written English, which will be developed or purchased for this assessment effort. The proposed system defines the points at which students will take the defined assessments. All LEP students receiving instruction in Spanish will take either the Spanish TAAS or the English TAAS at the time of LEP program exit. Students taking the Spanish TAAS will also take the test of English reading proficiency. Students who enter the United States by first or second grade will take the English TAAS after 4 years. Other testing points are listed for students who enter at different grade levels. One appendix lists project activities in assessment development, and the other discusses research studies proposed to study the implementation and operation of the assessment system. (SLD)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Child Welfare; *Juvenile Justice; *Sexual Abuse; Stealing; *Victims of Crime; *Violence
IDENTIFIERS- *Victimization

This bulletin addresses the issue of reporting crimes against juveniles, describing findings from the National Crime Victimization Survey, which gathers information from citizens on crime, including whether and how they are reported. The survey also collects information about characteristics of victimizations, the nature of the incident location, and the incident itself. This analysis discusses the information gathered on juvenile and adult reporting of sexual assaults and thefts. Results indicate that crimes involving juveniles are under-reported in absolute terms and in comparison with adults. This is not explained by the victimization of juveniles being less serious or by the tendency of juveniles to report crimes to school authorities rather than police. Under-reporting is evident even for the most serious offenses. This is partly because juvenile victims are more likely to be victimized by other juveniles, and crimes committed by juveniles are less likely to be reported. Juveniles were more likely than adults to discount their violent victimizations as minor or kid stuff. Juveniles were no more likely than adults to say that they thought the police would not take the incident seriously, nor were they more likely than adults to say that they were afraid of reprisals. Implications are discussed. (SM)

ED 437 452 UD 033 240

Warren, Constancia
Evaluation of the New York City Beacons. Summary of Phase I Findings.
PUB DATE- 99
NOTE- 16p.; "With Prudence Brown and Nicholas Freudenberg."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Adolescents; Outreach Programs; Parent Attitudes; *Parent Participation; Parent School Relationship; Program Development; Program Evaluation; *School Community Programs; School Community Relationship; Secondary Education; Student Attitudes; *Youth Programs
IDENTIFIERS- New York City Board of Education

This report presents findings from Phase 1 of an evaluation of the New York City Beacons initiative, a model of school-community-family partnerships initiated in 1991. Beacons are community centers located in public schools, offering a range of activities and services to participants of all ages, before and after school, in the evenings, and on weekends. Phase 1 involved analyzing the development and evolution of the Beacons initiative and investigating how the Beacon concept has been transformed into action at individual sites. It included two rounds of site visits to 39 Beacons, focus groups with parents, a participant survey, and brief intercept interviews with youth. The site visits included interviews with Beacon staff members, lead agency supervisors, and school principals. The citywide creators and administrators of the Beacons were also interviewed. Findings indicate that neighborhood schools are now open for long hours, offering a variety of activities and services to community residents. There is variation across the 39 Beacons. Most have strong or exemplary programs in one or two areas and acceptable implementation overall. A few have

Highlights of Trends in Pregnancies and Pregnancy Rates by
  Outcome: Estimates for the United States, 1976-96.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports -
  Research/Technical (143)
DESCRIPTORS- *Adolescents; *Birth Rate; Births to Single Women;
  *Early Parenthood; *Pregnancy; Tables (Data); Trend Analysis

This report presents key findings from a comprehensive report on pregnancies and pregnancy rates for U.S. women. The study incorporates birth, abortion, and fetal loss data to compile national estimates of pregnancy rates according to a variety of characteristics, including age, race, Hispanic origin, and marital status. Data from the National Survey of Family Growth are used to show information on sexual activity and contraceptive practices, as well as women's reports of pregnancy intentions. Tabular and graphic data on pregnancy rates by demographic characteristics are presented and interpreted. In 1996, an estimated 6.24 million pregnancies resulted in 3.89 million live births, 1.37 million induced abortions, and 0.98 million fetal losses. The pregnancy rate in 1996 was 104.7 pregnancies per 1,000 women aged 15 to 44 years, 9% lower than in 1990, and the lowest recorded since 1976. The teenage pregnancy rate has declined significantly, falling 15% from its 1991 high to the 1996 rate of 98.7. (Contains 6 figures, 3 tables, and 19 references.) (SLD)

ED 437 477   UD 033 271

Lachs, Joshua
The Legal Environment of School Desegregation Policy: Brown I --
  Milliken I.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- Black Education; *Desegregation Litigation;
  Desegregation Methods; Educational Policy; Elementary Secondary
  Education; *Public Policy; Public Schools; *School Desegregation
IDENTIFIERS- *Brown v Board of Education; *Milliken v Bradley

This paper explores the complex issues involved in school desegregation policy and describes the trends in major Supreme Court desegregation cases through the late 1970s. The result of the Court's decision in "Brown v. Board of Education of Topeka" was ambiguous at best. Segregation was found to deny equal protection of the laws since it amounted to official sanction for the doctrine of black inferiority. However, the High Court essentially dodged the question of whether it prohibited separation that was not the result of official state policy. A year after the "Brown" decision, in "Brown II," the Court ordered the implementation of remedies for segregation, but left desegregation enforcement mainly in the hands of the offending parties. In the subsequent "Briggs v. Elliot," the district court in South Carolina interpreted the meaning of Brown I as a statement that the Constitution does not require integration; it merely forbids discrimination. "Milliken v. Bradley" in 1974 (Milliken I) was the first major metropolitan lawsuit to be ruled on by the Court. The opinions in this case revealed the emergence of two Supreme Court factions with fundamental differences about liability and remedy. "Milliken" used as a conceptual framework to assess the strengths and weakness of SHCs as primary care sites for adolescents. Research findings on SHCs are summarized in a table delineating potential strengths and weaknesses with respect to the seven defining attributes of primary care: (1) first contact; (2) continuous; (3) comprehensive; (4) coordinated; (5) community-oriented; (6) family-centered; and (7) culturally-competent. Findings indicate that SHCs have many strengths, including elimination of access barriers; provision of a variety of services to meet adolescents' physical, mental, and social needs; successful coordination with managed care organizations; and use of creative ways to involve families. Weaknesses include restriction of operation time; high turnover; lack of evaluation research; and difficulties in coordinating care with other community providers. (Contains 49 references.) (KDFB)

ED 437 142 PS 025 392

Thompson, Donna; Hudson, Susan
National Action Plan for the Prevention of Playground Injuries.
SPONS. AGENCY- Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.
PUB DATE- 96
NOTE- 62p.; For another book on child safety on playgrounds, see ED 427 851. "Developed by the National Program for Playground Safety."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; Elementary Education; Elementary Schools; Injuries; Pamphlets; Park Design; Parks; *Playgrounds; Prevention; Recreational Facilities; Risk Management; *Safety
IDENTIFIERS- Child Safety; *National Program for Playground Safety; Playground Design; *Playground Equipment; Risk Reduction

Recognizing the need for a nationally coordinated effort to reduce playground injuries, the National Program for Playground Safety was created in 1995. This package of materials contains a booklet describing the national action plan for the prevention of playground injuries and accompanying supporting materials. The program booklet, designed for use by parents, teachers, recreation and park personnel, and caregivers involved in providing safe play environments, describes an action plan, outlining four goals: (1) design age appropriate playgrounds; (2) provide proper surfacing; (3) provide proper supervision; and (4) properly maintain playgrounds. The booklet also summarizes action steps taken at the national, state, and local levels and lists several resources. Additional materials contained in this package are: (1) a self-assessment on playground safety; (2) supervision guidelines for schools and child care centers; (3) five brochures describing the National Program for Playground Safety and each of its goals; (4) registration materials and a flyer for a playground safety course; (5) guidelines for planning children's play areas; and (6) a flyer describing National Playground Safety Day. (KB)

ED 437 143 PS 025 501

Success in School: Education Ideas that Count.
PUB DATE- 97
NOTE- 66p.
LANGUAGE- English

home child care. The report notes that the rate of diarrheal disease in children cared for out of the home is two to three times that in children cared for at home, and that one study puts the mean cost per episode of diarrhea at $289, while another finds an average cost of $172 per child-year. The report offers several suggestions for controlling and preventing diarrheal disease in child care environments, such as: (1) food preparation areas should be completely separate from diapering and toilet areas; (2) use of potty chairs should be discouraged; and (3) surfaces should be designed and built for ease of cleaning. The report offers administrative measures for controlling diarrhea, such as excluding children with diarrhea from the center, and concludes with a note about the recent approval by the FDA of "Rotashield," a tetravalent, live oral rotavirus vaccine for preventing diarrhea due to rotavirus. (EU)

ED 437 160   PS 027 160

Collier, Albert M.; Henderson, Frederick W.
Respiratory Infections: Respiratory Infections Challenge Child Care Centers. NCEDL Spotlights Series, No. 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For other papers in the NCEDL Spotlights series, see PS 027 156-159.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Health; *Communicable Diseases; Day Care; *Day Care Centers; Disease Incidence; Early Childhood Education; Prevention
IDENTIFIERS- *Respiratory Diseases; Respiratory Problems

This report, the fifth in the National Center for Early Development & Learning's (NCEDL) "Spotlight" series, is based on excerpts from a paper presented during the "Research into Practice in Infant/Toddler Care" synthesis conference in fall 1997. The report addresses preventing respiratory infections in child care centers. Findings on the subject include: (1) children under the age of 3 who attend child care have more respiratory infections than children of the same age who are cared for at home; the severity of these infections in young children is also greater; (2) children who are routinely in contact with only 3 children daily rather than 30 children have less of a chance of coming into contact with an infectious agent; and (3) children attending child care will be infected with viral respiratory infections earlier than children living at home with no siblings in school. The report notes that, curiously, a synthesis of research reveals no evidence that excluding sick children from a child care center reduces the incidence of acute respiratory disease, and that a hygienic intervention conducted in child care centers resulted in no significant differences in the rates of illness. The report concludes with suggestions for future research. (EU)

ED 437 161   PS 027 291

ASFSA's "Reel" World, "Reel" People, "Reel" Even. 1997-1998 Annual Report.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

settings. Phase 3 will include dissemination and analysis of the materials and knowledge base, and development of a national training and professional development program. (Contains 40 references.) (KB)

ED 437 178 PS 028 143

Wardle, Francis
Tomorrow's Children: Meeting the Needs of Multiracial and Multiethnic Children at Home, in Early Childhood Programs, and at School.
PUB DATE- 99
NOTE- 138p.; Foreword by Edith King.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Child Rearing; *Childhood Needs; Cultural Awareness; Elementary Secondary Education; Ethnicity; Family Relationship; *Minority Group Children; Minority Groups; Multicultural Education; Parent Child Relationship; Preschool Education; Transracial Adoption
IDENTIFIERS- Biracial Children; Biracial Family; *Interracial Children; Interracial Family; *Mixed Race Persons

This book is designed to assist parents and teachers to sincerely and positively support the healthy development of diverse, biracial and biethnic children. The book's purpose is also to extend the concept of diversity and multicultural education to include the unique needs, histories, and experiences of interracial and interethnic families and their children. Chapter 1, "The Development of Healthy Biracial Children," discusses two of the most difficult issues facing interracial families: the identity of their children, and how to handle the problem of a lack of a category for their children on census and OMB forms and documents. Chapter 2 presents specific ideas for parents with children of mixed heritage--biological, adopted, and blended. The ideas were specifically developed to help support these families and children. The ideas suggest ways for parents to help in their child's racial identity development and to work with teachers and other professionals. Chapter 3 gives specific information to families who adopt multiracial and multiethnic children, and to child care programs and schools who serve adopted biracial and biethnic children, both domestic and foreign. Chapter 4 addresses some general ideas to help programs working with multiracial and multiethnic families and their children to become responsive to the needs of these families. Chapter 5 covers interracial and interethnic families and biracial and multiethnic children whose combined heritages are not Black/White. The book's final chapter explores many of the myths that exist about interracial and interethnic relationships, interracial families, and children of mixed heritage. Contains a list of 88 sources for further reading. (EV)

ED 437 179 PS 028 144

Reed, Ronald F.; Johnson, Tony W.
Friendship and Moral Education: Twin Pillars of Philosophy for Children. Rethinking Childhood, Volume 7.
PUB DATE- 99
NOTE- 227p.
LANGUAGE- English

Care; and (4) Council of Accreditation for Services to Families and Children. The report compares the process by which accreditation is achieved for each organization and the standards by which each organization measures quality to grant accreditation. The report also summarizes research on the impact of accreditation on the improvement of quality service delivered over time. In addition, the report examines early childhood program standards that have had the greatest impact on early childhood education. It is organized into seven major sections to cover the following topics: (1) introduction; (2) overview on early childhood program accreditation process; (3) licensing and funding in relationship to accreditation; (4) descriptions of four early childhood accreditation processes; (5) comparison of the four accreditation processes; (6) review of the standards of the Child Welfare League of America, American Public Health Association/American Academy of Pediatrics, Early Childhood Environment Rating Scale, and Head Start; and (7) discussion of the strengths and limitations of various accreditation approaches. The report concludes by noting that each of the accreditation processes examined is substantially similar. (KB)

ED 437 198   PS 028 186

Connecticut's Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs.
PUB DATE- 99
NOTE- 38p.; Cover title varies: "The Connecticut Framework: Preschool Curricular Goals and Benchmarks."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Aesthetic Education; Art Appreciation; Benchmarking; Cognitive Development; Creative Art; Curriculum Development; Emergent Literacy; Emotional Development; Physical Development; Play; *Preschool Children; *Preschool Curriculum; *Preschool Education; Social Development; *State Standards
IDENTIFIERS- *Connecticut; Indicators

Incorporating information and perspectives from national and state preschool education standards and other resources, this document presents the guiding principles, program goals, content standards and performance standards for domains of development for preschool children in Connecticut. The four domains are: (1) personal and social development; (2) physical development; (3) cognitive development; and (4) creative expression/aesthetic development. Among the principles guiding the development of this document are the recognition that early learning and development are multidimensional, that young children are capable and competent, that developmental rates vary among individuals, and that knowledge of child growth and development and consistent expectation are essential to maximizing educational experiences for children and to developing and implementing programs. Each developmental domain section delineates program goals to be achieved by completion of preschool, lists program content standards, and examines performance standards for each of the content standards. (KB)

ED 437 199   PS 028 188

Baker, Spencer R.; Havill, Valerie L.; Victor, James B.; Roberts, DESCRIPTORS- Academic Achievement; Comparative Analysis; *Cooperative Learning; Early Adolescents; *Grouping (Instructional Purposes); Heterogeneous Grouping; Homogeneous Grouping; *Middle School Students; Middle Schools; *Peer Influence; Pretests Posttests; *Student Motivation

Noting that lack of student motivation is one of the primary reasons students drop out of school and that lack of student motivation is particularly evident at the onset of adolescence, this study compared multidimensional motivation gains of middle school students who were heterogeneously grouped according to motivational level to gains of those who were grouped homogeneously. It was hypothesized that in a cooperative learning activity, peer pressure would cause students with lower motivation to become more motivated when working in a peer group of higher motivated students. Participating in the study were 43 students in 2 sixth-grade language arts classrooms. Students participated in a word study cooperative grouping activity 20 minutes each day for 8 weeks. At the end of each 2-week block, students were tested individually on their assigned list of words. The groups were awarded points for favorable behavior, activity completion, and improved test scores. Group point standings were posted on a classroom chart. Three- to four-person student groups were established based on motivational level as measured with the Multidimensional Motivation Instrument (MMI). The MMI was re-administered at the end of the 8-week activity. The findings of this inquiry indicated there was no distinction between the multidimensional motivation increase of heterogeneously and homogeneously grouped students. There was an increase among most students of multi-dimensional motivation and academic performance. It is possible to conclude that academic and multidimensional motivation improvements were a function of the cooperative activity and not the specific grouping strategy. (Contains 28 references.) (KB)

ED 437 218 PS 028 215

Blank, Helen; Schulman, Karen; Ewan, Danielle
Key Facts: Essential Information about Child Care, Early Education, and School-Age Care.
SPONS. AGENCY- Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; Prudential Foundation, Newark, NJ.; Booth Ferris Foundation, New York, NY.; Citigroup Foundation, New York, NY.
PUB DATE- 99
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Federal Programs; Government Role; Infant Care; Preschool Education; Program Descriptions; Public Opinion; *Public Policy; *School Age Day Care; State Programs; Tables (Data)
IDENTIFIERS- *Availability (Programs and Services); Child Care Costs; Child Care Needs; Project Head Start

Currently available information makes a compelling case for investing in efforts to help families overcome child care, early education, and school-age care challenges and obtain the quality early learning and after-school experiences needed for children to succeed. This book presents a series of fact sheets concerning child care, early education, and school-age care, and information on major programs and policies in these areas. The book is designed to provide information in a format that

A Charter School in Partnerships for At-Risk Youth.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Conference of the National Rural Education Association (Colorado Springs, CO, October 13-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Charter Schools; Educational Cooperation; *High Risk Students; High School Equivalency Programs; Job Skills; *Partnerships in Education; Program Attitudes; Program Evaluation; Rural Schools; School Business Relationship; School Community Programs; *School Community Relationship; Secondary Education; *Vocational Education; Work Experience Programs
IDENTIFIERS- Texas

This report describes and evaluates the Raven School, a charter school established in 1998 to serve adjudicated youths ages 16 to 18. The school is administered by the Gulf Coast Trades Center, a private nonprofit organization located in the Sam Houston National Forest in rural Texas. In addition to academics and GED preparation, other program components include life skills, employability skills, and vocational training programs. During the last 6 weeks of their program, students are encouraged to participate in work experience programs with local and area nonprofit organizations. Other services include recreational activities, health services, substance abuse counseling and education, and job placement services. The second half of the report evaluates partnerships of cooperation, coordination, and collaboration between the school and state and local agencies. Interviews with staff, volunteers, job site supervisors, and students indicate the importance of these partnerships in contributing to the success of the school. As a result of these partnerships, the school is provided with valuable resources or funding in exchange for volunteer services from students. Additional data from student exit interviews, recidivism rates, and percentage of students passing the GED substantiate conclusions drawn from the interviews. Appendices include an overview of the history of the Gulf Coast Trades Center, interview questions, and the student exit interview. (LP)

ED 437 237 RC 022 175

Wyn, Johanna; Stokes, Helen; Stafford, John
Young People Living in Rural Australia in the 1990s. Research Report 16.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Community Programs; Community Role; Delivery Systems; Elementary Secondary Education; Foreign Countries; *Indigenous Populations; *Resilience (Personality); Rural Areas; Rural Education; *Rural Youth; Social Problems; Student Attitudes; Unemployment; *Well Being; *Youth Problems
IDENTIFIERS- *Access to Health Care; *Australia

This report examines the challenges facing young people living in rural Australia in relation to their health and well-being and explores the relevance of personal resilience to offset these challenges. Specifically, the report synthesizes the literature on rural Australian youth and the results of focus groups citizens; and ability to communicate in Yup'ik and English. Local leadership teams then identified the goal of greatest concern in each community and developed specific actions to advance that goal. By the third year of the process, results included improved student attendance, increased parent and elder participation, provision of curricular training, and closer school-community cooperation. This cooperation was particularly noteworthy in the development of a seasonally-organized cultural curriculum. Through this curriculum, everyone in the community becomes a teacher, every place is a potential classroom, and every community activity constitutes a learning opportunity. (SV)

ED 437 255 RC 022 210

Miller, Bruce
Community Voice and Educational Change: Aniak and Kalskag Villages. Case Study.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 51p.; For final report and related case studies, see RC 022 206-209 and RC 022 211-213.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alaska Natives; *American Indian Education; Case Studies; Community Attitudes; Community Involvement; Context Effect; Culturally Relevant Education; *Educational Change; Elementary Secondary Education; Eskimos; Resistance (Psychology); *Rural Education; *School Community Relationship; Student Attitudes
IDENTIFIERS- Alaska (Southwest); Systemic Educational Reform; *Yupik Eskimos

As part of a larger study of systemic educational reform in rural Alaska, this case study focuses on the early implementation of the Alaska Onward to Excellence (AOTE) school improvement process in Aniak and Kalskag, two villages of Kuspuk School District in southwestern Alaska. District residents are primarily Yup'ik Eskimos, although the hub village of Aniak also has a large population of non-Natives and other Native groups. To examine contextual factors that help or hinder reform efforts, a community-based research team conducted interviews and focus groups with parents, teachers, administrators, students, and community members. AOTE and the community voice it tries to foster started out strong in both villages, but by the second year community turnout and school staff involvement were practically nonexistent. AOTE was unable to overcome historical conflicts related to the district's top-down management style and to past efforts to supplant Alaska Native cultural values with Western values and language. In addition, facilitators viewed the AOTE process itself as too complicated and cumbersome, while community members felt uninformed and uncertain of what was expected of them. In both villages, AOTE was viewed as "another district mandate," but did make an important contribution by increasing the level of community discussion. This report includes recommendations to outside reformers about addressing issues of local context, and details of secondary students' responses to the Quality of School Life Survey and during focus groups. (SV)

ED 437 256 RC 022 211

Leonard, Beth

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *College Admission; Educational Change; Educational Cooperation; *Educational Policy; Elementary Secondary Education; Engineers; Higher Education; Instructional Materials; Knowledge Base for Teaching; *Mathematics Education; Partnerships in Education; Research and Development; *Science Education; Scientists; Teacher Education
IDENTIFIERS- National Science Board; National Science Foundation

The National Science Board (NSB), charged with advising the President and Congress on national science policy, urges a nationwide consensus on a core of knowledge and competency in mathematics and science. The Board believes it is both possible and imperative to develop national strategies that serve the national interest while respecting local responsibility for K-12 teaching and learning. This report draws on research and analysis that shows how stakeholders working in their home communities can converge on what matters most in promoting student achievement. It is further suggested that the science and engineering communities--both individually and through their institutions--represent a special resource for local schools, teachers, and students. The NSB centers its recommendations on instructional materials, teacher preparation, college admissions, and research. (WRM)

ED 437 277 SE 063 049

Kaahwa, Janet
Adults Return to Mathematics: A Proposed Project in Uganda by the Uganda Mathematical Society (UMS).
PUB DATE- 98
NOTE- 8p.; Paper presented at the Adults Learning Mathematics Conference (4th, Limerick, Ireland, July 4-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Attitudes; Foreign Countries; *Knowledge Level; *Mathematics Education; Mathematics Teachers; Parents
IDENTIFIERS- Uganda

This paper provides information on a project by the Uganda Mathematical Society (UMS) that aims to popularize mathematics in Uganda. UMS believes that if parents learn mathematics (primary and secondary), they will be able to help their children themselves instead of hiring others to coach their children as is the practice today. Another way to popularize mathematics according to UMS is to equip teachers with content and skills in teaching so that they teach for understanding what they themselves understand. Another category of adults that the project hopes to serve are those that failed to join university straight from school. Results of a questionnaire to determine the needs of parents, teachers, and mature-age entrants into university are described. (ASK)

ED 437 278 SE 063 051

Safford, Katherine
Cooperative Learning: Students Helping Students or Stumbling through the Dark Together?
PUB DATE- 98
NOTE- 7p.; Paper presented at the Adults Learning Mathematics Conference (4th, Limerick, Ireland, July 4-6, 1997).

IDENTIFIERS- Hillerman (Tony); *United States (West)
This paper introduces topics about the American West to teachers and students of U.S. history and suggests that interested students can pursue the topics at greater length. The report is based on information from the novelist, Tony Hillerman, who states in "The Best of the West" (1991) that there are many firsthand accounts and other texts of historical value and significance including diaries, news dispatches, travelogues, memoirs, letters, government reports, and stone inscriptions that are from and about the American West. The paper offers titles to resources referred to in Hillerman's book and provides short descriptions about their relevancy to the western experience. Topics discussed in the paper are: (1) "Early Exploration"; (2) "The Early Frontier"; (3) "The Hispanic Influence"; (4) "Frontier Life"; (5) "Cowboy Culture"; (6) "Character References"; (7) "Western Mining"; (8) "The Western Women"; (9) "Western Justice"; (10) "Western Transportation"; and (11) "The United States Military." (Contains 73 references.) (BT)

ED 437 302   SO 030 843

Weber, Laine
Adeline Hornbek and the Homestead Act: A Colorado Success Story. Teaching with Historic Places.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Federal Legislation; *Historic Sites; History Instruction; Middle Schools; *Migration; Secondary Education; *Sex Role; *Social History; Social Studies; *United States History
IDENTIFIERS- Biodata; Colorado; Homesteading; National Register of Historic Places; Womens History
This lesson explores the life of Adeline Hornbek, a single mother of four who became a successful homesteader in Colorado by taking advantage of the Homestead Act of 1862, which allowed unmarried, widowed, or divorced women to claim land as head of a household. The lesson can be used for teaching about the Homestead Act, the western expansion, or units on women's history. The lesson is divided into the following teaching sections: (1) "Setting the Stage: Historical Context"; (2) "Locating the Site: Maps" (Florissant, Colorado and Surrounding Region, 1891; Hornbek Homestead; and Homestead Plots in the Florissant Region); (3) "Determining the Facts: Readings" (The Story of Adeline Hornbek; The Proper Victorian Lady; and Homestead Proof: Testimony of Claimant); (4) "Visual Evidence: Images," (Hornbek Homestead; A Representative Barn); and (5) "Putting It All Together: Activities" (Homesteading; Homesteading in the Local Region; and Researching Important Women). (BT)

ED 437 303   SO 030 920

Sobel, David
Mapmaking with Children: Sense of Place Education for the Elementary Years.
PUB DATE- 98
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

managing a museum, being a history detective, and playing games are included. (LB)

ED 437 322 SO 031 275

Texas Social Studies Framework, Kindergarten-Grade 12. Research and Resources for Designing a Social Studies Curriculum.
PUB DATE- 99
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Citizenship; *Citizenship Education; *Curriculum Development; Elementary Secondary Education; Models; Professional Development; Public Schools; *Social Studies; *State Standards; Student Educational Objectives
IDENTIFIERS- *Texas; *Texas Essential Knowledge and Skills

Although all of public education prepares students for the responsibilities of citizenship, the goal of providing students with the knowledge and skills necessary to assume their roles as leaders in the state of Texas and in the nation in the 21st century rests primarily with the social studies. This framework provides information that local administrators and teachers in Texas can use to plan a comprehensive social studies program for kindergarten through grade 12. The framework reflects legislative mandates, State Board of Education policies, and developments in social studies education that have occurred since the issuance of the previous framework in 1986. Following an introduction, the framework is then divided into the following eight chapters: (1) "What Is Social Studies?" (2) "An Overview of the Texas Essential Knowledge and Skills (TEKS) for Social Studies"; (3) "Making Connections through Social Studies"; (4) "Developing Social Studies Curriculum Based on the TEKS"; (5) "The Teaching-Learning System: Curriculum, Instruction, and Assessment"; (6) "Aligning the TEKS for Social Studies with the Professional Development and Appraisal System (PDAS)"; (7) "Professional Development in Social Studies"; and (8) "Implementing the TEKS: Other Players." Appendices include information on how school districts should develop a curriculum, selected resources, and information on the well-equipped social studies classroom. (BT)

ED 437 323 SO 031 278

Johnson, Jean Elliott; Johnson, Donald James
Emperor Ashoka of India: What Makes a Ruler Legitimate? A Unit of Study for Grades 7-12.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; Area Studies; *Asian History; Foreign Countries; Government (Administrative Body); Primary Sources; Secondary Education; Social Studies; Student Educational Objectives
IDENTIFIERS- *India; Legitimacy (of Governments); National History Standards

During the age of agriculturally based empires, various

Maslach Burnout Inventory for Teachers, the Teacher Interpersonal Self-Efficacy Scale, and the Emotional Support Subscale of the Social Support List-Discrepancies. Results showed that teachers' perceived lack of support from colleagues and principals had a significant effect on their self-efficacy beliefs in eliciting support from them, and those self-efficacy beliefs predicted their level of burnout. Teachers' level of burnout predicted the extent to which they felt lack of support. The study found an additional effect of the personal accomplishment dimension of burnout on perceived self-efficacy. It is concluded that perceived self-efficacy in eliciting support at the workplace was a usable construct in the prediction of teacher burnout. Future research directions are suggested. (Contains 68 references.) (SM)

ED 437 343 SP 038 922

Sparapani, Ervin F.
Teaching for Higher-Level Thinking: An Analysis of Teacher Reactions.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the International Conference on Thinking (8th, Edmonton, Alberta, Canada, July 4-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Graduate Study; Higher Education; Lesson Plans; Planning; Student Evaluation; *Student Participation; Teacher Attitudes; *Teacher Role; Teacher Student Relationship; Teachers; *Thinking Skills

This study examined the reactions of teachers implementing a specific process of teaching for higher-level thinking, investigating how they viewed: their role in the classroom, student involvement in learning, and school-based, systemic conditions to address when teaching for higher-level thinking. Data were gathered from teachers in a master's level course on teaching thinking skills. The course taught teachers to design lessons based on the Thinking/Learning (T/L) System, which encourages higher-level thinking without interfering with the regular curriculum. Teachers designed two lessons according to the T/L System's activities selection sheet and taught them in their classrooms. They completed the Thinking/Learning System Lesson Evaluation form and end-of-course interviews that asked what they learned from teaching T/L lessons. Teachers learned that teaching for higher-level thinking required significant planning; students' (and teachers') higher level thinking and activities related to higher level thinking took more time and resources than were available; and to adequately assess performance related to outcomes of higher-level thinking, there must be acceptable, appropriate alternative assessments. The higher-level thinking activities led to more students being actively engaged in the learning process. (Contains 17 references.) (SM)

ED 437 344 SP 038 923

Follo, Eric J.
The Voices of Student Teachers.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English

DESCRIPTORS- *Brain Hemisphere Functions; *Classroom Environment; *Cognitive Style; Elementary Secondary Education; Geographic Location; Higher Education; Preservice Teacher Education; Racial Differences; Sex Differences; Special Education; *Student Behavior; Student Teachers

This study was designed to determine whether a sample of preservice teachers had different brain hemisphere processing modes, learning styles, environmental preferences, and course-related behaviors. The study population was 90 students enrolled in an undergraduate introductory special education course. Forty-four of the students were selected to participate using a systematic random sampling procedure. Between- and within-subject designs were used to conduct the study. Dependent variables included findings from the subjects' Hemispheric Mode Indicator, Learning Style Inventory, and Productivity Environmental Preference Survey, and selected responses on a four-part questionnaire. Data analysis indicated that participants had different hemisphericity modes and preferred left and right processing. Their hemisphericity was associated with their predominant geographic area (urbanites preferred right mode processing, while suburbanites preferred left). Participants also had different learning styles and tended to be assimilators, accommodators, and convergers, but their learning styles were not associated with gender, race, predominant geographic area, laterality, or major. Participants had different environmental preferences (e.g., noise level) which were affected by gender, race, and laterality. Participants indicated that they had selected course-related behaviors or perceptions for listening, notetaking, time management, reading in the content, and studying. (SM)

ED 437 365 SP 038 950

Brouwers, Andre; Tomic, Welko

The Factorial Validity of the Teacher Interpersonal Self-Efficacy Scale.

PUB DATE- 99

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Collegiality; Foreign Countries; *Interpersonal Competence; Secondary Education; Secondary School Teachers; *Self Efficacy; Student Behavior; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Collaboration; Teacher Student Relationship; *Test Validity; Vocational Schools

IDENTIFIERS- Netherlands

This study tested the factorial validity of the Teacher Interpersonal Self-Efficacy Scale, which measures teachers' self-efficacy beliefs regarding the interpersonal domain of their functioning. The scale includes three subscales to assess teacher perceived self-efficacy in (1) managing student behavior in the classroom, (2) eliciting support from colleagues, and (3) eliciting support from principals. Following self-efficacy theory, which posits that self-efficacy beliefs are linked to specific activities, it was hypothesized that the three Teacher Interpersonal Self-Efficacy Subscales comprised three different activities linked to teacher self-efficacy beliefs. Confirmatory factory analysis confirmed the hypothesis by showing an adequate fit of the three-factor oblique model, the model in which the items of the three subscales were allowed to load on their respective factors. Since the fit of the three-factor oblique model was significantly better than both the two-factor model and the one-by Colorado education preparation institutions to the Colorado State Department of Education for the periods August 31, 1997 through September 1, 1998 and August 31, 1998 through September 1, 1999. The reports are intended to facilitate communication between the institutions and the Department of Education and to inform the Colorado State Board of Education of current developments in educator preparation in the state. Data were submitted by Colorado deans of education and indicate the number of education students recommended for licensure and endorsements during the 1997-98 and 1998-99 school years. The schools are: Adams State College; Colorado Christian University; Colorado College; Fort Lewis College; Mesa State College; Metropolitan State College; Regis University; University of Colorado Boulder; University of Colorado Denver; University of Denver; University of Northern Colorado; University of Phoenix; University of Southern Colorado; and Western State College. (SM)

ED 437 385   SP 038 975

Extended Opportunities for Student Learning.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; Elementary Secondary Education; *Enrichment Activities; Extended School Day; Inservice Teacher Education; Program Evaluation; Workshops

This skill packet presents training information on extended opportunities for student learning (before- and after-school programs, extended time, or extended school programs). The packet offers implementation suggestions, such as explaining what skills trainers need, how to prepare for delivering the packet, tips for working with adults, how to deliver the packet, and how to set up the training room. The next section describes the organization of packet materials. The materials in the skill packet are organized by activities and are described in a Packet Overview. These activities are arranged sequentially and described on individual direction sheets. Each activity direction sheet is formatted with the activity name at the top, a matrix giving the time necessary to carry out the task, the purpose of the activity, the setting, and materials and equipment needed. The direction sheet is divided into two columns. On the left are actions trainers should take to carry out the activity, along with necessary equipment and materials. On the right, the trainer is given a more complete explanation of how to do the activity. Following a packet overview and discussion of outcomes, five activities are detailed: setting the stage, completing the checklist, creating a vision, developing an action plan, and wrapping up and evaluation. A session evaluation form, bibliography, questions, program evaluation information, and suggested readings are included. (SM)

ED 437 386   SP 038 976

Analysis of Professional Salaries: Maryland Public Schools, October 1998.
PUB DATE- 99
NOTE- 31p.; For Analysis of Professional Salaries: Maryland

Anxiety Scale, the Processing Anxiety Scale, and the Output Anxiety Scale, (all developed by P. MacIntyre and R. Gardner, 1994) which measure anxiety at the input, processing, and output stages of the foreign language learning process. These scales were administered to 258 university students. Evidence of structural validity was provided via three separate exploratory factor analyses, which revealed one factor for each scale, explaining between 43% and 45% of the variance in scores. Confirmatory factor analyses revealed that the three scales did not represent either a single unidimensional construct underlying foreign language anxiety or MacIntyre and Gardner's three-stage model of anxiety. However, when some items were removed, the scales confirmed the three-stage model, suggesting modifications to the scales are needed. (Contains 8 tables and 60 references.) (Author/SLD)

ED 437 407   TM 030 559

Farrell, Donna; Reed, Dan
"Invitations to Literacy": Results of the First-Year Implementation Survey.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the California Educational Research Association (Monterey, CA, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum; Elementary Education; *Elementary School Teachers; *Language Arts; *Literacy; Program Implementation; *Teacher Attitudes; Teacher Surveys

The implementation of the Houghton-Mifflin K-5 "Invitations to Literacy" language arts program was studied during its first year in California's Moreno Valley Unified School District. A sample teacher survey was developed, pilot tested, and sent to the District. The sample consisted of 658 regular, 20 special day, 19 resource specialist, and 118 limited English proficiency classroom teachers in 19 elementary schools. Out of a total of 815 teachers, 411 surveys from 15 schools were returned. Teachers reported using the program between 25 and 90% of the time and spending between 30 minutes and 3 hours each week planning instruction. They rated the program "fair" in regard to its ease of implementation, use, and overall effectiveness in helping students meet standards. Teachers were most dissatisfied with the assessment component, especially its alignment with the instructional component. Only half of the teachers involved responded to the survey, but their survey results pointed to implementation issues that should be considered in future program adoption. (Contains seven appendixes including survey and supplemental information about the program's implementation.) (SLD)

ED 437 408   TM 030 560

DaRos, Denise A.; Onwuegbuzie, Anthony J.
The Relationship between Peer Orientation and Achievement in Cooperative-Learning Based Research Methodology Courses.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 16-19, 1999).
LANGUAGE- English

ED 437 430 TM 030 585

Assessment System for Special Education Students Exempted from the Texas Assessment Program. A Report Submitted to the Governor, Lieutenant Governor, Speaker of the House, and the 75th Texas Legislature.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Educational Assessment; Elementary Secondary Education; Program Development; *Special Education; Special Needs Students; State Legislation; State Programs; *Test Construction; Test Use; *Testing Programs
IDENTIFIERS- Texas; *Texas Assessment Project

The Texas Education Code requires the Commissioner of Education to develop and propose a system for evaluating the progress of students eligible for exemption from the statewide assessment program under current law. This report summarizes the proposed system for special education students. It includes proposed changes to the assessment and accountability systems using the Texas Assessment of Academic Skills (TAAS) and an alternative state-developed or commercially available system. How students receiving special education services will participate in the assessment program will be specified in each Individual Education Plan. The TAAS will be used when students receive instruction on grade level in the subject being tested. A list of allowable test modifications will be developed and disseminated. Other requirements are specified, and time lines are established for assessment implementation. (SLD)

ED 437 431 TM 030 586

Alternative Assessment System for Students Not Passing the Exit Level Tests. A Report Submitted to the Governor, Lieutenant Governor, Speaker of the House, and the 75th Texas Legislature.
PUB DATE- 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Associate Degrees; Computer Assisted Testing; Educational Assessment; Elementary Secondary Education; *High School Equivalency Programs; Program Development; State Legislation; State Programs; *Test Construction; Test Use; *Testing Programs; Two Year Colleges
IDENTIFIERS- *Exit Examinations; Testing Accommodations (Disabilities); Texas; Texas Assessment of Academic Skills; *Texas Assessment Project

The Texas Education Code requires the Commissioner of Education to develop and propose alternative methods of assessment for students who have not passed the exit level test. The goal of this requirement is an alternative mechanism by which a student can demonstrate the knowledge and skills measured by the exit level test and thus earn a high school diploma. The report proposes changes to the assessment and accountability systems by requesting funding for individualized test administration for all seniors and former students who need this procedure, contracting for a computerized learning development system for remedial instruction, and awarding high school diplomas to students who receive associate degrees from 2-year or junior implemented programs that fully develop the Beacon concept potential, and a few are struggling to implement appropriate programs. Findings are discussed in terms of patterns of participation, youth development programs, academic support and enrichment activities, and parent and family involvement and support. (SM)

ED 437 453 UD 033 241

Xu, Jianzhong
Reaching Out to Other People's Children in an Urban Middle School: The Families' Views. The Series on Cultural Interchange.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Cultural Differences; *Cultural Exchange; Middle School Students; Middle Schools; *Parent Attitudes; Parent Role; Parent School Relationship; Public Schools; Racial Identification; Sex Differences; Urban Schools
IDENTIFIERS- New York City Board of Education

This monograph documents four families' reactions to the experiences their children encounter at their urban middle school, showing how the families' interpretations are shaped by their perceptions of the roles played by the school, the parents, and the children, and how these perceptions are further mediated by their racial consciousness, class, and the gender of their children. The first section discusses study methodology, the social context of the school, and the varied approaches and strategies the school used to reach out to students and their families. The second section includes four case studies illustrating how these approaches and strategies were interpreted by students and their families. By comparing and contrasting the interpretations of the case studies, the final section discusses a range of factors that mediated their interpretations and the tensions and dilemmas the school faced in its efforts to reach out to families from diverse backgrounds. (Contains 29 references.) (SM)

ED 437 454 UD 033 242

Xu, Jianzhong
Reaching Out to Families from Diverse Backgrounds: A Case Study.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cultural Awareness; Cultural Differences; *Diversity (Student); *Middle School Students; Middle School Teachers; Middle Schools; Minority Groups; *Outreach Programs; *Parent Attitudes; Teacher Attitudes; Urban Schools

How schools can reach out to students and families from diverse cultural backgrounds was studied by examining the experiences of four families with students enrolled in a middle school in New York City. Also studied were families' perceptions of the was the first major Court decision to limit, rather than expand, the scope of desegregation remedies. This case became the beginning of the termination of more than 500 school desegregation decrees. In reality, "Brown" merely ushered in an era of "quasi-separateness." (Contains 43 references.) (SLD)

ED 437 478 UD 033 273

Hilliard, Asa G.
Annotated Selected Bibliography & Index for Teaching African-American Learners: Culturally Responsive Pedagogy Project.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, DC.; Philip Morris Inc., New York, NY.
PUB DATE- 97
NOTE- 766p.
LANGUAGE- English
EDRS Price- MF04/PC31 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *African Culture; African History; Annotated Bibliographies; Black Dialects; *Black Students; Blacks; *Cultural Awareness; Cultural Differences; Cultural Pluralism; Curriculum; Elementary Secondary Education; Higher Education; Linguistics; Literature; Mass Media; Political Science; Popular Culture; Preservice Teacher Education; Psychology; *Racial Bias; Racial Differences; School Administration; Special Education; Teaching Methods; Teaching Styles; United States History
IDENTIFIERS- *African Americans; Criminal Justice; Rites of Passage

This annotated bibliography and index presents nearly 2,000 references that are substantially unique to African or African American teaching and learning. Designed to support teacher education, the bibliography features references that were chosen if they were culturally relevant, recognized the African or African American experience, and drew from the cultural experience of African and African American people. References also had to contribute to the enhancement of teaching and learning, had to be based on empirical research, and had to employ rigorous scholarly analysis, synthesis, and/or theory. Topics included in the index are: African culture; anthropology; bi-racial, inter-racial issues; criminal justice, violence, gangs; curriculum; economics; gender issues; general and miscellaneous; health; history; learning styles and teaching styles; linguistics, language, ebonics; literature and literary criticism; media and popular culture; methodology and pedagogy; philosophy; political science; power teaching/power schools; psychology; racism, bias, and oppression; rites of passage and traditional education; schools, administration, general education issues; science; sex and sexuality; sociology; special education; and spirituality and religion. (SM)

ED 437 479 UD 033 274

Rebore, Ronald W.
Unitary Status: What Does It Mean in the Saint Louis Desegregation Case?
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Benchmarking; Birth Weight; Child Welfare; *Children; Decentralization; Dropout Rate; Early Parenthood; Elementary Secondary Education; Enrollment; Infant Mortality; Mortality Rate; One Parent Family; Parent Participation; Parent School Relationship; Poverty; Preschool Education; Professional Development; School Community Relationship; School Readiness; School Size; *Social Indicators; Standards; Statistical Surveys; Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality

The Kids Count project is an effort to track the status of children in the United States by providing policymakers and citizens with national and state benchmarks of well-being. This multi-publication packet describes the project and several factors that increase the likelihood of children's academic success. The first of two pamphlets, the "Kids Count Data Book, 1997: Overview," presents the background for the project; identifies experiences that can contribute to children's success, including preschool experience, smaller schools, high standards, meaningful family participation, and community commitment to healthy youth and family development; and outlines what policymakers need to do to create favorable conditions. The second pamphlet, "Kids Count: A Pocket Guide on America's Youth," presents graphs of national trends for 10 indicators of well-being: (1) percent low birthweight babies; (2) infant morality rate; (3) child death rate; (4) teen violent death rate; (5) teen birth rate; (6) juvenile violent crime arrest rate; (7) dropout rate; (8) idle teen rate; (9) child poverty rate; and (10) single parent family rate. The pamphlet also presents in tabular form current state data for these and additional indicators, and provides state contacts for Kids Count projects. The remainder of the packet is comprised of nine single-page documents discussing experiences identified as contributing to children's success: (1) school readiness; (2) small schools; (3) standards; (4) family participation; (5) school-community partnerships; (6) decentralization; (7) professional development; (8) school-based accountability; and (9) innovations and experiments. Each of these sheets describes how the concept is applied in effective programs, and provides resources for further information. (KDFB)

ED 437 144 PS 025 568

California: The State of Our Children. Report Card '95 and Supplement.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 73p.; For 1993 data supplement, see ED 372 853; for the '96 Report Card and Supplement, see PS 025 569.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; *Child Health; Child Welfare; *Children; Crime; Day Care; Delinquency; Demography; Early Parenthood; Economically Disadvantaged; Elementary Secondary Education; Foster Care; Homeless People; Hunger; Immunization Programs; Infant Mortality; Infants; Mortality Rate; One Parent

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; *Annual Reports; Breakfast Programs; Elementary Secondary Education; *Food Service; Lunch Programs
IDENTIFIERS- *American School Food Service Association

This annual report from the American School Food Service Association (ASFSA) uses movie language to report progress on 1997-98's "Creating Healthy Tomorrows" plan, which was part of a larger strategic plan for 1995-98. The report claims that a film clip of highlights of 1997-98 would "preview" three new professional development programs; "feature" governance recommendations that position the Association for the new millennium; "highlight" record revenue for the Annual National Conference and the publication "School Foodservice & Nutrition"; offer a "sneak peek" of an innovative cafeteria-classroom project intended to build awareness of world hunger; "recall" a National School Breakfast Week media blitz; and "showcase" the first Administration reauthorization proposal in 20-plus years that did not cut funding. Sections of the report, which discuss ASFSA's activities in detail, are: (1) "'The Right Stuff': Professional Development"; (2) "'Stand by Me': Member Services"; (3) "Good Buzz: Public Awareness"; (4) " Extra 'Ordinary People': Membership and Governance"; (5) "'Field of Dreams': Positioning for the Future"; and (6) "Box Office Receipts: Financial Report." (EV)

ED 437 162   PS 027 721

Hunting, Robert P.
Rational Number Learning in the Early Years: What is Possible?
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Computation; *Concept Formation; Division; Elementary School Students; Fractions; Number Concepts; *Numeracy; Primary Education; *Sharing Behavior
IDENTIFIERS- Distributive Counting

This report describes an investigation of how young children respond to two types of tasks: (1) finding one-half of a continuous and a discrete material; and (2) attempting to share continuous and discrete material equally between two dolls. Continuous material, such as string, paper, or liquid, is quantified by adults using measurement units. A question often asked about this kind of material is "How much?" Discrete material, such as buttons or beads, is quantified by counting--asking "How many?" The investigation was interested in both the accuracy of the children's responses and the methods they used. The performance of one child, Julie, classified as a weak "halver," was examined in detail to explore how social practices are bound up with rational number knowledge, including serial sharing and parallel sharing. Based on findings, the report asserts that if people want young children to learn mathematics in a meaningful way, it is important to identify situations in which quantities can be shared using methods familiar to children. Sources of children's knowledge, experience, and motivation to subdivide quantities include the primitive personality of the child, the modeling behavior of parents and other adults, and interactions with siblings and peers. The report further explores children's abilities in subdividing quantities by discussing distributive counting, the process by which children systematically allocate items

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; Critical Thinking; Educational Practices; Elementary Secondary Education; *Friendship; *Inquiry; Moral Development; Phenomenology; *Philosophy; Problem Solving; Program Descriptions; Thinking Skills
IDENTIFIERS- *Moral Education; Philosophy for Children (Lipman)

Philosophy for Children, a program incorporating teaching methods of inquiry among groups of students and designed to introduce students to philosophy through texts designed to generate discussion, has grown enormously since its inception in the late 1960s. Experimental research on the program's impact has demonstrated significant gains in reasoning, reading comprehension, and mathematical performance. This book introduces Philosophy for Children to educators and philosophers, examines the role of Matthew Lipman and others in the development of the program, discusses its implementation internationally, and focuses on two important components of the program: friendship and morality. The book traces the roots of the program and explains its emergence in the social, philosophical, and educational context of the last 50 years. Most chapters contain references. The book also includes a personal statement of phenomenology. Two appendices include contact information for international centers and representatives for the Philosophy for Children program. (KB)

ED 437 180 PS 028 149

Campbell, Linda; Campbell, Bruce
Multiple Intelligences and Student Achievement: Success Stories from Six Schools.
PUB DATE- 99
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Case Studies; Educational Improvement; Elementary Secondary Education; *Multiple Intelligences; *Outcomes of Education; Program Descriptions; *School Effectiveness

This book examines educational programs that have used multiple intelligences (MI) theory for 5 or more years, and addresses such questions as: "How have MI programs affected student achievement?" and "Where and how were those results achieved?" Six schools (two elementary, two middle-level, and two high schools), which serve a variety of student populations across the United States and have students with significant academic achievement gains, provide the case studies. Chapter 1 of the book, "Why MI?," explores why a variety of teachers, grade levels, and disciplines have adopted Gardner's theory as an instructional framework. Chapters 2, 3, and 4 each look at how teachers apply MI and examine student achievement gains. Each chapter describes two schools. Chapter 2 features Russell Elementary School in Lexington, Kentucky, and EXPO for Excellence in St. Paul, Minnesota. Chapter 3 surveys Skyview Junior High in Bothell, Washington, and the Key Learning Community in Indianapolis, Indiana. Chapter 4 reviews Mountlake Terrace High School in Mountlake Terrace, Washington, and Lincoln High School in Stockton, California. The six case studies are based on interviews with teachers and administrators at each site; reviews of school documents (e.g., schedules, report cards, brochures, videotapes, and newsletters); in-person observations of all schools; and the

Amy B.
Parental Values of Children's Personality across Race, Social Class, and Gender of Child.
PUB DATE- 99
NOTE- 38p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Cultural Differences; *Parent Attitudes; *Personality Traits; Racial Differences; *Research Methodology; Sex Differences; Social Differences; *Values
IDENTIFIERS- Salience

This study investigated whether the child behaviors and personality traits parents talk about frequently are also highly valued. The purpose of the study was to adapt Triandis' methodology (Triandis, Bontempo, Leung, & Hui, 1990) of assessing the importance of values across cultures to the assessment of the importance of personality characteristics that parents hold for children. It was hypothesized that what parents talk about are the behaviors and traits that are salient to them but not necessarily highly valued. Previous studies had found that descriptions of personality traits of extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience were used more frequently in some cultures and social class groups than others. Thirty clusters of descriptors of these personality traits were presented to 50 triads of parents. The clusters were high and low markers of these dimensions of personality. The high markers provided information on cultural values, and the low markers provided information on cultural disvalues. Each triad of parents was timed to determine how fast they reached consensus on the value of the cluster. Preliminary findings indicated differences for race, class, and gender. The study did not find support for Ogbu's (1981) argument for two separate cultures within the African American population. Overall, the findings lend support to the theory that saliency may not constitute value for the personality descriptors provided by parents. (Contains 15 references.) (EV)

ED 437 200 PS 028 189

Kids Count in Delaware: Fact Book 1999 and Families Count in Delaware: Fact Book, 1999.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 145p.; "Kids Count in Delaware: Fact Book 1999" provided with additional support from the State of Delaware.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Welfare; *Children; Community Support; Demography; Dropout Rate; Drug Abuse; Early Parenthood; Elementary Secondary Education; *Family (Sociological Unit); Foster Care; Health Insurance; Mortality Rate; One Parent Family; Out of School Youth; *Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Well Being; Youth Problems
IDENTIFIERS- *Delaware; *Indicators; Women Infants Children Supplemental Food Program

can be easily adapted to various individual and organizational needs, and is organized in five parts. Part 1 discusses the importance of child care, early education, and school-age programs to all families. Part 2 examines barriers families encounter in locating affordable, quality child care, early education, and school-age care, including information on availability and cost of quality care, and groups facing particular hardship in locating good quality care. Part 3 discusses programs and policies that support child care and early education, including an overview of the roles of government, community organizations, and the private sector. Part 4 focuses on the broad support for quality child care, early education, and school-age programs among parents, public officials, and others, including findings from multiple polls demonstrating strong support for investments in these areas. Each section contains references. The book's appendices include tables of state-by-state data on maternal labor force participation, number of regulated child care settings, percent of schools offering extended-day programs, and other relevant information. Also appended is a list of relevant organizations and data sources. (KB)

ED 437 219   PS 028 225

Gogate, Lakshmi J.; Bahrick, Lorraine E.
Intersensory Redundancy and Seven-Month-Old Infants' Memory for Arbitrary Syllable-Object Relations.
SPONS. AGENCY- Delaware Univ., Newark.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Association (Psychology); Child Language; Habituation; Infant Behavior; *Infants; Language Acquisition; Learning Processes; *Memory; *Redundancy; Retention (Psychology); Sensory Integration; *Syllables
IDENTIFIERS- Synchrony; Vocalization

Seven-month-old infants require redundant information such as temporal synchrony to learn arbitrary syllable-object relations. Infants learned the relations between spoken syllables, /a/ and /i/, and two moving objects only when temporal synchrony was present during habituation. Two experiments examined infants' memory for these relations. In Experiment 1, infants remembered the syllable-object relations after 10 minutes, only when temporal synchrony between the vocalizations and moving objects was provided during learning. In Experiment 2, seven-month-olds were habituated to the same syllable-object pairs in the presence of temporal synchrony and tested for memory after 4 days. Once again, infants learned and showed emerging memory for the syllable-object relations 4 days after original learning. These findings are consistent with the view that prior to symbolic development infants learn and remember word-object relations by perceiving redundant information in the vocal and gestural communication of adults. (Contains 29 references.) (Author)

ED 437 220   PS 028 226

Honig, Alice Sterling

undertaken in five rural communities. In general, the findings of the focus groups tend to confirm the results of the literature review. Some young people were positive about living in the country, especially with regard to availability of sports activities. Others, especially in towns that had experienced population loss as a result of unemployment, were negative about their futures. Structural challenges affecting rural youth include lack of transportation, health and community services, public housing, and educational and employment opportunities. Social and cultural challenges include gender issues, the high suicide rate among Australia's rural youth, social isolation, and social division. The health and well-being of Aboriginal youth is especially in jeopardy. Resilience-based strategies offer a politically and socially acceptable approach for schools and communities to address specific health and education issues. Community strategies for policy development include recognizing the needs of young people living in low-density areas; the importance of community involvement; promoting agency collaboration; accounting for local diversity and specific needs; and gauging the sustainability of programs. The report also identifies areas for additional research, specific recommendations for schools and interagency collaboration, and examples of community programs geared toward rural youth and the development of personal resilience. (Contains 52 references.) (LP)

ED 437 238   RC 022 188

Alvord, Lori Arviso; Van Pelt, Elizabeth Cohen
The Scalpel and the Silver Bear. The First Navajo Woman Surgeon Combines Western Medicine and Traditional Healing.
PUB DATE- 99
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *American Indian Culture; American Indian Education; American Indians; Autobiographies; Biculturalism; Cultural Awareness; Culture Conflict; *Females; Higher Education; Holistic Approach; *Medical Education; *Navajo (Nation); Physician Patient Relationship; *Physicians; *Surgery
IDENTIFIERS- Cultural Sensitivity; Surgeons; *Traditional Healing

In this autobiography, Lori Arviso Alvord describes her journey to become the first Navajo woman surgeon and her realization of the benefits of Navajo philosophy to the healing process. Raised on the Navajo reservation by a White mother and a Navajo father and grandmother, Alvord learned to walk in two worlds. Encouraged to get an education, she was accepted at Dartmouth, which has an historic mission to educate Native Americans and a strong Native community. A summer job as a medical research assistant led her eventually to Stanford Medical School, where Navajo cultural values and beliefs such as humble behavior and taboos about death presented obstacles to success. Aided by Stanford's commitment to increasing the number of women in its surgery program and by the mentorship of a Native surgeon, Alvord completed surgical training and returned home to work for the Indian Health Service. She quickly recognized the lack of understanding between Native patients and the mostly non-Native doctors. In addition, a number of incidents revealed how health and healing were affected by patient beliefs and by the emotions and attitudes of both patient and physician. The key lies in the Navajo philosophy of "walking in beauty," living a balanced and harmonious life connected to all the components of one's world. Alvord discusses her efforts to find that balance,

Creating a Strong, Healthy Community: Ella B. Vernetti School, Koyukuk. Case Study.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 60p.; For final report and related case studies, see RC 022 206-210 and RC 022 212-213.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alaska Natives; *American Indian Education; Community Attitudes; Community Involvement; Community Relations; Culturally Relevant Education; *Educational Change; Elementary Secondary Education; *Rural Education; *School Community Relationship; Student Attitudes
IDENTIFIERS- Alaska; *Athapascan (Tribe); Systemic Educational Reform

As part of a larger study of systemic educational reform in rural Alaska, this case study examines implementation of the Alaska Onward to Excellence (AOTE) process in Koyukuk, a small Athabascan village on the Yukon River in western interior Alaska. The village has a K-10 school with an enrollment of 19-41 students during the study period. A review of AOTE documents, interviews with community members and an investigation of community-school collaborative projects revealed these concerns: importance of language and culture to provide students with traditional values, a sense of place, a solid identity and a feeling of belonging; maintenance of environmental and social balance through conventions of traditional respect and the need for continued holistic learning through demonstrative and cooperative activities. Before AOTE there were people in Koyukuk who were actively initiating changes in school and community, but AOTE provided a vehicle to formally articulate community goals. AOTE seemed to work well as part of a larger community planning process, providing a safe place for community members to discuss lifestyle changes and the importance of maintaining traditional beliefs and values. In addition to strengthening the community-school relationship and facilitating implementation of other programs, AOTE empowered community representatives in their dealings with the district. However, teacher turnover, a change in community dynamics with the departure of two activist families, and insufficient district support undermined the sustainability of reform. This report includes results of a survey of students in grades 6-10. (Contains 15 references.) (SV)

ED 437 257 RC 022 212

Landis, Sarah
Making School Work in a Changing World: Tatitlek Community School. Case Study.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 87p.; For final report and related case studies, see RC 022 206-211 and RC 022 213.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alaska Natives; *American Indian Education; Case Studies; Community Attitudes; Community Change; Community Involvement; *Educational Change; Elementary Secondary

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Cooperative Learning; Grouping (Instructional Purposes); *Mathematics Instruction; *Teaching Methods

In the elementary and secondary school mathematics curriculum in the United States, there is a growing argument for and trend towards the incorporation of cooperative learning as the principal method of instruction. Research on the use of cooperative learning with adult mathematics students is less extensive but does exist. This paper incorporates existing research and some experiences with cooperative learning in workplace and collegiate settings. The paper answers the questions: What is cooperative learning? Why use cooperative learning? What methods can be used? How should the groups be organized? and What problems may arise? (Contains 11 references.) (ASK)

ED 437 279 SE 063 052

O'Rourke, Una; O'Donoghue, John
Guidelines for the Development of Adult Numeracy Materials.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Adults Learning Mathematics Conference (4th, Limerick, Ireland, July 4-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Foreign Countries; *Instructional Materials; Mathematics Curriculum; *Mathematics Instruction; Number Concepts; *Numeracy; Teaching Methods

This study involved examining the nature and scope of numeracy, distilling out the important features, and representing these features in sample numeracy materials. The paper examines the precise nature of numeracy and its scope in enhancing the educational experiences of adult learners. It is intended to discuss the characteristics of the adult learner--those that help learning and those that may potentially hinder the learning process. A set of guidelines are outlined which include suggestions for guiding the development of literature and the findings of an evaluation process which was undertaken among practicing adult numeracy tutors. (Contains 58 references.) (ASK)

ED 437 280 SE 063 055

Benn, Roseanne
An Introduction to Adults Count Too.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Adults Learning Mathematics Conference (4th, Limerick, Ireland, July 4-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Foreign Countries; *Learning Strategies; *Mathematics Education; Number Concepts; *Numeracy

This paper provides an overview of a book entitled "Adults Count

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Products; *Cartography; Elementary Education; Geography Instruction; Instructional Innovation; Learning Activities; *Map Skills; *Maps; Relief (Art); Skill Development; *Social Studies
IDENTIFIERS- Geographic Literacy; *Sense of Place

The current crisis in geography education has spawned several books on mapmaking, many of which advocate either recitation and drill or a conceptual top-down model that ignores children's interests. Maintaining that there is no substitute for hands-on experience, this book presents an alternative model. The initial emphasis is on local projects that begin in students' own backyards and communities, and provide a sense of place. The projects begin by having the students stay close to home, mapping their known world. Gradually, they move on to their neighborhood, developing a sense of place, scope, and perspective. Eventually, once students are older, they explore the nation, the world, even the solar system, creating raised relief maps and contour maps to develop visual literacy and spatial reasoning skills. Vivid illustrations of the students' work are provided throughout to let the teacher observe each stage of development. Mapmaking has relevance across the curriculum and appeals not only to social studies teachers, but science teachers, language arts teachers, and mathematics teachers looking for new ways to invigorate the curriculum. The book's contents include: (1) "Fostering Ecological Literacy through Mapmaking"; (2) "The Geography of Childhood: A Developmental Portrait"; (3) "There's No Place Like Home and School: Ages Five through Six"; (4) "Out and About Explorations: Ages Seven through Eight"; (5) "It Takes a Village To Raise a Child: Ages Nine through Ten"; (6) "Up, Up, and Away: Ages Eleven through Twelve"; (7) "Entering the Landscapes of Children's Literature"; and (8) "Children's Special Places." Contains five bibliographies that conclude the volume: (1) works cited; (2) resources for teachers; (3) children's books with maps; (4) books with panoramic views; and (5) books for mapping. (BT)

ED 437 304 SO 031 061

Dynneson, Thomas L.; Gross, Richard E.
Designing Effective Instruction for Secondary Social Studies. Second Edition.
PUB DATE- 99
NOTE- 489p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Design; Educational Technology; *Instruction; *National Standards; Secondary Education; *Social Studies
IDENTIFIERS- National Social Studies Standards

This text provides a solid theoretical base in social studies education at the secondary level. The text can be used as a basic methods textbook for teacher candidates or as a curriculum/instruction resource for practicing social studies teachers. The text focuses on instructional development; incorporates national standards through numerous examples;

conquerors from the western Mediterranean to East Asia brought large population areas under their own centralized authority. Gradually many of these conquerors came to realize that, although military might was necessary to gain control over an area, sheer force of arms was not sufficient to govern effectively and ensure the loyalty and obedience of one's subjects. The Chinese would say: "You can win a kingdom from horseback, but you cannot rule from there." The historic period covered in this unit runs from Alexander of Macedonia's consolidation of his conquests (later fourth-century B.C.E.) to the rise of China's Sui Dynasty (581-618 C.E.) which appropriated Buddhist values and laid conditions for their adaptation in Korea and Japan. The objectives of this unit are: (1) to understand the concept of political legitimacy (what makes people believe that the ruler has the right to rule and they should obey his or her commands); (2) to identify and understand some of the different bases of legitimacy such as power, heredity, the ballot, and moral force; (3) to identify and understand symbols of power such as a crown and other regalia; (4) to understand Ashoka's use of moral authority instead of military might as a basis for legitimacy; (5) to examine the meaning of the "stupa" and how it was associated with political power and legitimacy; and (6) to investigate ways that rulers in Southeast and East Asia adapted the Ashokan model as a source of legitimacy. Establishing legitimacy is a challenge for any leader or government. Therefore, the concepts examined in this unit are applicable to many periods of history, as well as to civics or government courses. The unit also helps to examine cultural diffusion and the spread of religious ideas. Teaching materials that apply to national standards for history are provided. (Contains 16 references.) (BT)

ED 437 324 SO 031 279

Johnson, Donald James; Johnson, Jean Elliott
Mao and Gandhi: Alternative Paths to National Independence and Social Change. A Unit of Study for Grades 9-12.
PUB DATE- 99
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian History; Comparative Analysis; Foreign Countries; High Schools; *Modern History; *Political Issues; Primary Sources; *Social Change; Social Studies; Student Educational Objectives; *World History
IDENTIFIERS- China; *Gandhi (Mahatma); India; *Mao Zedong; National History Standards

This unit of study focuses on the historic period from 1920 to 1966 when China's Mao Zedong and India's Mohandas Gandhi constructed and applied their social and moral visions to their respective nationalist movements. These leaders developed contrasting methods to achieve social change and to establish the goals set for achieving the ideal society. Each had differing ideas about the place of industry and agriculture, the values and symbols needed to mobilize people, the place of violence and force in effecting social change, and the role of personal morality in the larger arena of public morality. This unit may be taught as part of a 20th century world history course or as a section in an elective course on nationalism or comparative politics. Both Gandhi and Mao have been subjects of a large number of biographies and analyses of nearly every

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Collegiality; *Cooperating Teachers; Elementary Education; Elementary School Teachers; Higher Education; *Interpersonal Relationship; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; Student Teaching; *Teacher Collaboration
IDENTIFIERS- Advice Seeking

This study examined the student teaching experience through the eyes of 459 student teachers who had recently completed their internships at the elementary school level. The participants were asked to write a letter of advice to incoming student teachers, describing the highs and lows of student teaching and giving any advice that they thought would be helpful to new student teachers. The letters were all written the day after the students had completed their student teaching assignments, so the experiences were fresh in their memories. The letters were analyzed to identify categories of advice. Twenty-seven categories were identified and placed into five major groups: (1) professional relationships, (2) professional attitudes, (3) professional advice, (4) personal advice, and (5) concerns. Each letter was then analyzed for specific comments. Results underscored the critical role of the cooperating teacher, the need for effective communication with the cooperating teacher, and the need for broader staff involvement with student teachers in the school. The paper presents respondents' comments in each of the five categories. (SM)

ED 437 345 SP 038 924

Steffy, Betty E., Ed.; Wolfe, Michael P, Ed.; Pasch, Suzanne H., Ed.; Enz, Billie J., Ed.
Life Cycle of the Career Teacher.
PUB DATE- 99
NOTE- 146p.; A joint publication of Kappa Delta Pi, International Honor Society in Education, and Corwin Press, Inc.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; Administrators; Beginning Teacher Induction; Beginning Teachers; Case Studies; Elementary Secondary Education; Excellence in Education; *Faculty Development; *Teacher Improvement; Teachers; Teaching Experience; Teaching (Occupation)

This book demonstrates how teachers and administrators can work collaboratively on maintaining continual growth, focusing on the Life Cycle of the Career Teacher Model, which crosses the continuum of practice from preservice preparation through professional development. Case studies illustrate the Reflection-Renewal-Growth Cycle Model in action. The book gives specific attention to the unique needs of each phase and makes recommendations on specific professional development practices. The eight chapters are (1) "The Model and Its Application" (Betty E. Steffy, Michael P. Wolfe, Suzanne H. Pasch, and Billie J. Enz); (2) "The Novice Teacher" (Michael J. Berson and Rick A. Breault); (3) "The Apprentice Teacher" (Mary C. Clement, Billie J. Enz, and George E. Pawlas); (4) "The Professional Teacher" (Polly Wolfe, Diane S. Murphy, Patricia H. Phelps, and Vincent R. McGrath); (5) "The Expert Teacher" (Jane S. Bray, Pamela A. Kramer, and Denise LePage); (6) "The factor model, the researchers conclude that teachers' self-efficacy beliefs differ for the three activities measured (managing student behavior, eliciting support from colleagues, and eliciting support from principals). They conclude that the Teacher Interpersonal Self-Efficacy Scale is a reliable and a factorially valid measurement to assess teachers' beliefs about their abilities to acquire and maintain easy, pleasant, and helpful working relationships. (Contains 43 references.) (SM)

ED 437 366   SP 038 951

Henderson, Martha V.; Gullatt, David E.; Hardin, Dawn T.; Jannik, Catherine; Tollett, John R.
Preventive Law Curriculum Guide.
SPONS. AGENCY- Louisiana State Board of Regents, Baton Rouge.
PUB DATE- 99
NOTE- 46p.; "Designed for preservice and inservice teacher education training programs in Louisiana colleges and universities."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Freedom; Acquired Immune Deficiency Syndrome; Child Abuse; Corporal Punishment; Disabilities; Dismissal (Personnel); Due Process; Elementary Secondary Education; Equal Education; Faculty Development; Freedom of Speech; Higher Education; Inservice Teacher Education; *Legal Responsibility; Life Style; Marriage; Personnel Policy; Personnel Selection; Political Attitudes; Pregnancy; Preservice Teacher Education; Probationary Period; Religion; School Prayer; Sexual Harassment; *Student Rights; Students; *Teacher Behavior; Teacher Responsibility; *Teacher Rights; Teacher Student Relationship; Teachers; Tenure
IDENTIFIERS- Family Educational Rights and Privacy Act 1974; Liability Insurance; Pledge of Allegiance

This curriculum guide presents a context for preservice education and/or professional development in education law for teachers. Section 1, "Teacher Liability," discusses "Duty to Supervise," "Providing Reasonable Care," "Duty," "Preventing Student-to-Student Sexual Harassment," "Reporting Child Abuse," "Issuing Permission Slips," "Defense for Liability," "Acting as a Reasonable Person," "Contributory Liability," "Strict Liability," and "Availability of Liability Insurance." Section 2, "Student Rights," focuses on "Freedom of Expression," "Pledge of Allegiance," "Prayer," "Fighting Words," "Student Searches," "Constitutional Due Process," "Family Education Rights to Privacy Act (FERPA)," and "Students with Disabilities: The Right to Appropriate Education." Section 3, "Teacher Rights," discusses "Freedom of Expression (Personal Views)" and "Religious and Political Association." Section 4, "Academic Freedom," includes "Obligation to School District/State Curriculum" and "Use of Supplementary Materials." Section 5, "Teacher Conduct," includes "Language;" "Harassment;" "Corporal Punishment;" "Fair Labor Standards, Hiring, and Promotion Policy;" "Medical Policy;" "Dress and Grooming;" "Lifestyle Choices;" "Students with AIDS;" "Academic Sanctions;" "Sexual Misconduct with Students;" "Marriage and Pregnancy;" and "Extracurricular Participation." Section 6, "Teacher Termination," includes "Probationary Teachers" and "Teachers with Tenure." Three appendixes include recommended resources, Lexis-Nexis Academic Universe, and sexual harassment

Public Schools 1997, see ED 420 642.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Public Schools; Tables (Data); *Teacher Salaries; Teachers
IDENTIFIERS- Maryland

The tables in this report were prepared from data submitted by the 24 Maryland public school systems in the fall of 1998. Salaries include annual pay for 10-, 11-, and 12-month full-time and part-time employees in the positions listed. All data reported reflect the conversion of part-time employees to full-time equivalents. The average (mean) salaries are computed by dividing the sum of the individuals' salaries by the sum of the full-time equivalent positions. The position types used in this report are based on definitions included in the Instructions for the Annual Staff Reporting, Maryland Public Schools, April 1997. Directors, coordinators, and supervisors include people in charge of instructional and noninstructional salaries. Some of the results show that: the average Maryland principal salary increased approximately 3.5 percent, from $72,057 in 1997-98 to $74,605 in 1998-99; the average Maryland teacher salary increased approximately 2.7 percent, from $41,404 in 1997-98 to $42,545 in 1998-99; the average salary for teachers increased in all six geographical regions of the state; and the highest average salary increases occurred for superintendents; associate, area, and assistant superintendents; and pupil personnel/school social workers. (SM)

ED 437 387 SP 038 977

Winter, Paul A.
Recruitment Effects: The Influence of Sex, Job Content, and Information Order on Reactions of Applicants.
PUB DATE- 96
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Corpus Christi, TX, August 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Employment Opportunities; *Job Application; Job Search Methods; Marketing; *Sex Differences; *Teacher Recruitment; Teachers
IDENTIFIERS- Advertisements; *Job Announcements; Marketing Strategies

This study was designed to expand extant knowledge about factors that impact the job application decisions of experienced teachers. A total of 136 experienced teachers, enrolled in graduate education courses at a large Midwestern university, role played the part of job applicants for an elementary teacher position. Participants rated four versions of a formal position advertisement varied with respect to attributes used to describe the job (intrinsic and extrinsic) and with respect to the order of the job description in the advertisement copy. The job description was placed either first or last in the advertisement copy. Findings indicated that experienced male teachers as applicants are attracted more by extrinsic job attributes placed last in recruitment advertisements, and females are attracted more by intrinsic job attributes placed first in recruitment advertisements. The results indicate that marketing theory is a useful framework for designing empirical investigations about educational recruitment practices.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cooperative Learning; *Graduate Students; Graduate Study; Higher Education; *Peer Relationship; *Research Methodology

Peer orientation has been found to explain as much as 27.4% of the variance in achievement in graduate-level research methodology courses, with students who prefer to learn in cooperative groups tending to attain lower levels of performance in individual learning settings than do their counterparts. The purpose of the present study was to determine whether the relationship between peer orientation and achievement remained in research methodology courses when cooperative learning techniques were introduced. Participants were 159 students enrolled in 7 sections of a graduate-level research methodology course at a Southern university over a 2-semester period. These students were administered a learning style instrument were enrolled in sections in which cooperative learning groups were formed to undertake the major course requirements (r=-0.16, p 0.05). Findings reveal a small but statistically significant relationship between peer orientation and achievement. Although this relationship represents a small effect size, the fact that the relationship may still be nontrivial warrants further research. (Contains 42 references.) (Author/SLD)

ED 437 409 TM 030 561

Karriker, Katherine J.; Spaite, Daniel W.
Self-Perceptions of Knowledge and Comfort: Which Measure Is More Sensitive?
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 16-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Personnel; *Knowledge Level; *Likert Scales; *Measurement Techniques; Medicine; *Self Evaluation (Individuals)
IDENTIFIERS- Comfort Index; Self Report Measures

Self-perception measures often suffer from inflation factors. This study compared a Likert-type scale measuring comfort (1="not at all comfortable" to 5="very comfortable") to one assessing knowledge (1="I do not know anything about this", 2="I don't know enough about this to fully understand it", 3="I'm not sure whether or not I know enough about this", 4="I know enough about this, however, I want to know more about it", 5="I know a lot about this") related to specialized medical assessment and management skills. Participants were 111 registered emergency medical technicians. The knowledge scale was found to be less inflated than the comfort scale. Since the scales contained identical item stems, the different in scores could indicate a response bias or social desirability effect on the comfort scale. When asking evaluation questions based on the perception preparedness before and after an educational program, using a knowledge scale may provide results that are more useful to program evaluators. (Author/SLD)

ED 437 410 TM 030 562

colleges or who pass the Texas Academic Skills Program (TASP) test. The proposed alternative assessment system also includes various features designed to improve efforts in accelerated instruction so that students will be well prepared for passing the exit level test in high school. An appendix contains descriptions of seven activities in the assessment development. (SLD)

ED 437 432 TM 030 587

Texas Essential Knowledge and Skills (TEKS) Educator's Guide to TEKS-Based Assessment. Elementary Level TAAS Grades 3-6, 1999-2000.
PUB DATE- 00
NOTE- 74p.; For related documents, see TM 030 588-590.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum; Educational Assessment; Educational Objectives; Elementary Education; Elementary School Students; Mathematics Tests; Reading Tests; Test Construction; *Test Use; Writing Tests
IDENTIFIERS- Texas Assessment of Academic Skills; *Texas Essential Knowledge and Skills

The goal of this series of guides is to show Texas educators what components of the Texas Essential Knowledge and Skills (TEKS) curriculum are eligible for testing on the Texas Assessment of Academic Skills (TAAS) and end-of-course tests. This elementary level guide contains information for subjects tested in grades 3 through 6. The sections are: (1) "General Information"; (2) "Grades 3-6 TAAS Objectives and Related TEKS"; and (3) "Tools for Educators." The tests specified for these grades are reading and mathematics at grades 3, 4, 5, and 6 and writing for grade 4. (SLD)

ED 437 433 TM 030 588

Texas Essential Knowledge and Skills (TEKS) Educator's Guide to TEKS-Based Assessment. Middle School Level TAAS Grades 6-8, 1999-2000.
PUB DATE- 00
NOTE- 78p.; For related documents, see TM 030 587-590.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum; Educational Assessment; Educational Objectives; Mathematics Tests; Middle School Students; Middle Schools; Reading Tests; Test Construction; *Test Use; Writing Tests
IDENTIFIERS- Texas Assessment of Academic Skills; *Texas Essential Knowledge and Skills

The goal of this series of guides is to show Texas educators what components of the Texas Essential Knowledge and Skills (TEKS) curriculum are eligible for testing on the Texas Assessment of Academic Skills (TAAS) and end-of-course tests. This middle school guide contains information for subjects tested in grades 6 through 8. The sections are: (1) "General Information"; (2) "Grades 6-8 TAAS Objectives and Related TEKS"; and (3) "Tools school's efforts to reach out. The school's student body was 47% Latino and 34% African American, and 81% of the students were eligible for free or reduced-price lunch. The staff was less diverse than the student body; eight of the nine full-time teachers were Caucasian. The school used interrelated approaches to reach out to students and their families. These included: (1) building a strong school community; (2) attending to students' personal and social needs; (3) emphasizing learning through experience; and (4) providing expanded learning opportunities, especially for students with learning disabilities. In spite of the good intentions of the school staff, the parents often perceived the efforts to reach out as inadequate or as not relevant to the students' cultural backgrounds. Many misunderstandings actually arose from the school's efforts to reach out. Perceptions of the success of school efforts were mediated by the families' expectations. (Contains 2 tables and 25 references.) (SLD)

ED 437 455 UD 033 243

Duke, Debi, Ed.
Real Learning: Do Tests Help?
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Educational Assessment; Elementary Secondary Education; *Learning; *Standardized Tests; *Student Evaluation; Test Coaching; *Test Use

This theme issue reviews the advantages and disadvantages of testing. Both activists and researchers seem to agree that tests measure a limited range of skills and that test preparation alone does not improve teaching or learning. There is also substantial agreement among researchers and activists opposed to widespread test use that no single measure, including test scores, provides a reliable or fair basis for making decisions about children's education. Some of the problems posed by standardized testing are reviewed, and some suggestions are offered for parents and activists who are concerned about the use of tests in local schools. Questions should be asked to determine: (1) the tests being used; (2) other methods used to evaluate students and schools; (3) whether tests are explained adequately; (4) the school's plans for helping students with low test scores; (5) whether tests allow students to demonstrate skills directly; and (6) whether teachers have the resources and preparation to help students develop the skills to be tested. Mobilizing parents, community activists, teachers, and teacher organizations to work for better student assessment is discussed. Some teacher and parent opinions about test use are offered. A second article, "Meanwhile, When Do I Sleep?" by Bill Bigelow, discusses teacher reactions to Oregon's new high-stakes standards and assessments. Some general resources about assessment are listed. (SLD)

ED 437 456 UD 033 244

Socolar, Paul, Ed.
Where Does "Getting Tough" Get Us? A Look at the DC Public Schools Crisis.
PUB DATE- 98
NOTE- 14p.

(141)
DESCRIPTORS- *Desegregation Litigation; Elementary Secondary Education; Equal Education; Federal Legislation; Public Education; Racial Bias; Racial Integration; *School Desegregation; State Legislation
IDENTIFIERS- Brown v Board of Education; Kansas City Public Schools MO; Saint Louis City School District MO

This paper examines the history of the desegregation movement in public education in order to understand a desegregation case in Saint Louis, Missouri. The first section provides information on desegregation litigation over the years, beginning with Plessy v. Ferguson in 1895 and examining in detail the landmark case of Brown v. Board of Education in 1954. The next section discusses Kansas City, Missouri, School District desegregation litigation, explaining how it has significance for what is occurring in the Saint Louis Metropolitan Area. This section explains that in 1997 the state of Missouri argued before a federal judge that the Kansas City desegregation plan had reached unitary status (desegregation). The third section examines Saint Louis, Missouri, School District desegregation litigation and what constitutes unitary status. The final section discusses the political implications of unitary status. (SM)

ED 437 480 UD 033 275

Stronge, James H., Comp.; Popp, Patricia, Comp.
The Education of Homeless Children and Youth: A Compendium of Research & Information.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 204p.; "With Carole B. Geiger, Phoebe Gillespie, Rita Morgan, Donna Nalley."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Access to Education; Community Support; *Educational Legislation; Elementary Secondary Education; Federal Legislation; *High Risk Students; *Homeless People; Parent Participation; *Urban Schools

This publication provides current research and related literature on issues surrounding the education of homeless children and youth. It includes a variety of perspectives, reflecting the most recent trends in homelessness, determined by changes in policies, economics, and demographics. It also offers the latest research and scholarly opinions from the fields of psychology, sociology, child and family development, and education on the effects of homelessness on children. Section 1 provides an overview of issues surrounding the education of homeless children and youth, reviewing legislative and policy issues and discussing educational considerations, family connections, and community support services. Section 2 includes actual reprints of articles by experts on educating homeless children and youth. Section 3 provides an annotated bibliography of articles, chapters, books, and reports. The resources are organized alphabetically by author. Section 4 presents legislation: the Stewart B. McKinney Homeless Assistance Act. Individual sections contain references. (SM)

ED 437 481 UD 033 276

Johnson, Earl S.; Levine, Ann; Doolittle, Fred C.

Family; Preschool Education; *Social Indicators; Socioeconomic Status; *State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Trend Analysis; Unemployment; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; *California; Child Mortality; *Indicators; Out of Home Care

This report card and its supplement summarize the Kids Count data book for 1995, which profiled statewide trends in the well-being of California's children. The report card findings indicate that California ranks at the bottom among the 50 states in fostering the healthy development of children. The report card proposes the passage of the Children's Accountability Act to track funding and serve children through accountability of elected representatives and public agencies. The supplement to the report card begins with an introduction to the indicators showing improvement and those showing worsening conditions since 1994. Section 2 provides detailed data findings, including state benchmarks chart, key findings, and data highlights. Section 3 provides recommendations supporting adoption of the Children's Accountability Act. Section 4 provides summary conclusions on addressing the problems faced by California's children. Section 5 provides summary data on the following benchmarks: (1) family economics issues such as hunger, homelessness, and poverty; (2) teen opportunity issues such as births, substance abuse, unemployed youth, and incarcerated juveniles; (3) safety issues, including child abuse and neglect; (4) health issues such as prenatal care, immunizations, uninsured children, and mental health; and (5) education issues, including dropout rate, student/teacher ratio, and reading and math skills. (SD)

ED 437 145 PS 025 569

California: The State of Our Children. Report Card '96 and Supplement.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 55p.; For 1993 Data supplement, see ED 372 853; for the '95 Report Card and Supplement, see PS 025 568.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; *Child Health; Child Welfare; *Children; Counties; Crime; Day Care; Delinquency; Demography; Early Parenthood; Economically Disadvantaged; Elementary Secondary Education; Foster Care; Homeless People; Immunization Programs; Infant Mortality; Infants; Mortality Rate; One Parent Family; Poverty; Preschool Education; *Social Indicators; Socioeconomic Status; *State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Trend Analysis; Unemployment; Violence; *Well Being
IDENTIFIERS- Arrests; *California; Child Mortality; *Indicators; Out of Home Care

This report card and its supplement summarize the California Kids Count data book for 1996, which profiled statewide trends in the well-being of California's children. The report card focuses on the challenges that families face in the current economy and provides recommendations for the public and private sectors. The supplement begins with an introduction to the indicators that have shown improved conditions and those that show conditions worsening since 1995. A of summary data findings highlights the areas of family economics, teen resulting in equal shares. The report discusses the different ways in which children "deal," or the strategies they use to equalize shares, then describes the unique role the fraction one-half plays in the development of children's rational number knowledge. A second study examining strategies used by preschoolers when counting and sharing is also noted. The report concludes that teachers should be able to involve young children in problems of sharing even if those children have not yet become rational counters, and that sharing tasks may assist children's developing counting skills through opportunities to check or verify the sizes of shares. (Contains 34 references.) (EV)

ED 437 163 PS 027 890

Hanrahan, Marian, Ed.; Prinsen, Bert, Ed.
Community Health, Community Care, Community Support: Proceedings of the Invitational Conference on Innovative Childhood Care and Development Support Programs (Amsterdam, Netherlands, September 1996).
PUB DATE- 97
NOTE- 155p.; This publication made possible partly due to a grant from Bernard van Leer Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Child Health; *Community Programs; *Community Support; *Family Programs; Foreign Countries; Home Visits; Infants; Mothers; *Parent Education; Program Descriptions; *Public Health; Toddlers
IDENTIFIERS- Community Based Programming; Family Support; Ireland; Netherlands; United Kingdom; United States

The development of community-based programs to support inexperienced parents through home visits by experienced mothers, who are in turned facilitated by child health and development professionals, has become an increasingly common approach in Europe and the United States. This edited volume presents proceedings from an invitational conference on innovative community-based support programs for children and their parents, held in Amsterdam in 1996. Focusing on program implementation, research, development and dissemination strategies, specific target groups, and the role of lay persons in service delivery, the chapters are: (1) "Community-Based Innovative Practices in Child Health Care: Early Childhood Care and Development Programs" (Marian Hanrahan); (2) "The Mothers' View on Community Based Programs" (Caroline Kleinjan-Rens); (3) "The Community Mothers Programme in Dublin" (Brenda Molloy); (4) "Effective Strategies of Psychosocial Prevention: A Conceptual Analysis" (Jo Hermanns); (5) "Community-Based Early Childhood Development: Wider Implications of the New Movement" (Walter Barker); (6) "Rural Families, Rural Strength and Hope" (Barbara Clinton, Judy Matthews-Taylor); (7) "Parenting Programs in South Wales" (Maria Gallagher, Joy Mason, Jill Rossiter, and Miskey Sandison); (8) "National Parent Support Program in Ireland" (Chris Sheridan, Joan Roberts, Aidan Warner, Anne Coyle, and Pat O'Rourke); (9) "Mothers Inform Mothers: An Innovative Child Care and Development Program in the Netherlands" (Marian Hanrahan, Bert Prinsen, and Yvonne de Graaf); (10) "Research to Fit Practice: Innovative Action Research in Health Promotion" (Maria Koelen and Marian Hanrahan); (11) "Increasing Coverage of Programs for Children: Approaches, Strategies and Conceptual Issues" (Nico van Oudenhoven and Rekha Wazir); and (12) "Issues of Program Design and Implementation" (Bert Prinsen). Most chapters contain following information from each program: (1) student and school demographics; (2) who introduced MI to the school, as well as when and why; (3) explanations of how the site became an MI program; (4) the nature of instruction and assessment before and after MI; (5) changes in daily schedules, school-wide curriculum, or other program components to accommodate MI; (6) stories about MI's "official adoption" by the school staff; (7) parent involvement and/or reactions; (8) teachers' perceptions of students before and after MI; (9) student achievement gains before and after MI. The book's final chapter, "Lessons Learned from MI School Programs," shares information that these six schools have gained about transforming their environments, curriculum, assessment, student attitudes and achievements, and teachers' beliefs about those they teach. Contains contact information for the six schools and 23 references. (EV)

ED 437 181 PS 028 153

Cutting, Elizabeth; Tammi, Lynne
Understanding Parents, Understanding Parenthood: An Education for Parenthood Course Piloted at Monifeith High School, Angus.
PUB DATE- 99
NOTE- 29p.; Funded by the National Lottery Charities Board.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Child Rearing; Foreign Countries; High Schools; *Parenthood Education; Parenting Skills; *Pilot Projects; Program Descriptions; Program Evaluation; Social Services; Student Attitudes
IDENTIFIERS- *Save the Children Fund

This report is the result of an evaluation of the delivery of a pilot parenthood education program at Monifeith High School in Angus, Scotland. The program was developed as part of Save the Children, Scotland's 3-year Positive Parenting Project. The report is targeted at those responsible for the delivery of personal and social education to adolescents in the school setting and recommends a number of ways in which the program can be further developed. Introductory sections of the report cover the project's background, objectives, policy context in the UK and Europe, the Scottish context, and the program's design and methodology. Findings from the evaluation, which involved a student questionnaire and an interview with the teacher, are then presented in the following categories: (1) changed perceptions of parenting; (2) responsibilities; (3) improved understanding of parent/caregiver; (4) affect on relationship with parents/caregivers; and (5) course content and delivery. The report concludes by noting that the course had a positive impact on pupils by helping them to think more objectively about the parenting role and the concurrent responsibilities of parenthood. The report offers several recommendations for course delivery and material, such as incorporating parenthood education into the personal and social education curriculum and team teaching. Appendices include an outline of course sessions and the evaluation form. (EV)

ED 437 182 PS 028 156

Shore, Rima
100 Years of Commitment to Children: Change and Continuity.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

This Kids Count Fact Book is combined with the Families Count Fact Book to provide information on statewide trends affecting children and families in Delaware. The Kids Count statistical profile is based on 10 main indicators of child well-being: (1) births to teens; (2) low birth weight babies; (3) infant mortality; (4) child deaths; (5) teen deaths; (6) juvenile violent crime arrests; (7) high school dropouts; (8) teens not in school and not working; (9) children in poverty; and (10) children in one-parent households. Additional issues affecting children profiled in the report include: (1) early care and education; (2) children receiving free and reduced price school meals; (3) women and children receiving WIC; (4) asthma; (5) children without health insurance; (6) alcohol, tobacco, and other drugs; (7) child abuse and neglect and (8) foster care. The report indicates improvement or a better than national average in the teen birth rate and the juvenile violent crime arrest rate but notes increasing rates of low birth weight babies; teen deaths by accidents, homicide, and suicide; children living in poverty; children in one-parent households, and teens not graduated and not enrolled. The report includes 68 data tables related to the indicators. The Families Count statistical profile details the conditions of families, children, and individuals in Delaware communities. The five indicator categories are: (1) healthy children; (2) successful learners; (3) resourceful families; (4) nurturing families, and (5) strong and supportive communities. Comparisons of Delaware trends to national trends in these areas are included. (HTH)

ED 437 201 PS 028 190

Wilmington Kids Count Fact Book 1999: How Well is the Village Raising the Child?
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 64p.; Funded in part by the City of Wilmington, DE.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; #Adolescents; Birth Weight; Child Welfare; #Children; Crime; Delinquency; Dropouts; Early Parenthood; Elementary Secondary Education; Family Violence; Homicide; Low Income Groups; Mortality Rate; One Parent Family; #Poverty; Statistical Surveys; Suicide; Tables (Data); Urban Areas; #Urban Youth; #Well Being
IDENTIFIERS- Child Mortality; #Delaware (Wilmington); #Indicators; Welfare Reform

This Kids Count fact book provides a statistical portrait of the well-being of children in Wilmington, Delaware, and it is designed to be used by policymakers, educators, youth development professionals, and neighborhoods in Wilmington to design and implement community youth development plans. Seventeen indicators are used to describe children's well-being: (1) births to teens; (2) low birth weight infants; (3) infant mortality; (4) child deaths; (5) teen deaths by accident, homicide, and suicide; (6) juvenile crime; (7) teens not graduated and not enrolled in school; (8) teens not in school and not working; (9) children in poverty; (10) children in one-parent households; (11) prenatal care; (12) substance abuse; (13) HIV/AIDS; (14) food stamp participation; (15) welfare reform; (16) domestic violence; and (17) environmental hazards. Each indicator is defined, its relationship to child and family well-being described, and data portrayed in graph or chart format. Data are detailed by census tract, ZIP code, or

Language Flowering, Language Empowering for Young Children.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (New Orleans, LA, November 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caregiver Child Relationship; *Caregiver Speech; *Child Language; Early Childhood Education; Empowerment; *Language Acquisition; Learning Activities; Linguistic Input; *Young Children

Based upon the view that parents, home visitors, and teachers in early childhood settings need tools for empowering young children to develop language, this paper examines what adults need to know to guide young children's language development and presents 20 suggestions for enhancing language growth. The paper maintains that adults need to know the norms and windows of language growth, need strong research findings to defend developmentally appropriate practice, need to consider how language skills are special socially, and need helpful curriculum ideas to enhance and promote language competence and prevent school reading failures. The techniques detailed for caregivers, parents, and home visitors are the following: (1) offer turn-taking talk with babies; (2) provide prompts; (3) be a generous word giver; (4) model and expand on infant/toddler language; (5) use parallel talk; (6) use self talk; (7) arrange for children to act out familiar tales; (8) encourage children to create rhymes; (9) converse frequently with children; (10) teach children to give themselves verbal planning cues; (11) use convergent questions to find out what children know; (12) use Socratic questions to encourage reasoning and creativity; (13) restate meanings in simple words; (14) read books; (15) sing; (16) enliven spontaneous dramatic play; (17) help children use words as social mediators; (18) teach time, space, and number words; (19) recite poetry; and (20) teach finger plays and chants. The paper concludes by noting that providing language mastery experiences will ensure that children become language lovers as well as eloquent language learners. Contains 25 references. (KB)

ED 437 221 PS 028 227

Cochran, Carole, Ed.
South Dakota KIDS COUNT Factbook, 1999.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; South Dakota State Dept. of Education and Cultural Affairs, Pierre.; South Dakota State Dept. of Health, Pierre.; South Dakota State Dept. of Social Services, Pierre.; South Dakota State Dept. of Human Services, Pierre.
PUB DATE- 99
NOTE- 383p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early

both in her personal life and as a surgeon, and what such a philosophy could bring to Western medicine. (Contains a short bibliography and a Navajo glossary.) (SV)

ED 437 239 RC 022 189

Successful Education Grant Strategies: Helping Rural Students Meet Higher Learning Standards for the New Millennium.
SPONS. AGENCY- New York State Rural Education Advisory Committee.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Standards; Accountability; Elementary Secondary Education; *Grants; *Grantsmanship; Preschool Education; Proposal Writing; *Rural Schools; *School Districts; State Aid; *State Programs; Systems Approach
IDENTIFIERS- *New York; Systemic Change

This booklet provides basic information and guidelines to rural New York school districts competing for grants or other competitive funding. Section 1 examines new realities in the education landscape: the demand for higher academic standards, requirements for increased accountability, the call for systemic change, the need to integrate and align delivery systems, and the advantages of building partnerships. Section 2 identifies successful strategies and approaches used by rural school districts applying for funding. Steps in the application process include identifying funding sources, deciding what to go after, shaping the ideas, testing out the ideas, writing the proposal, and turning failure into success. Successful proposal writing is usually done by a single person familiar with the issues. Recent successful themes have included "the whole is greater than its parts," "education is part of a broader human services strategy," and "the activity will continue after the funds run out." Tips for grant writing are: read the cues, follow application guidelines, follow the point scale, include planned outcomes, demonstrate collaboration and commitment, generate the budget, and speak with one voice. Section 3 lists 17 Web sites and other Internet resources, as well as home pages for federal and state agencies. This section also briefly describes 51 state and federal education programs that provide support to school districts. Section 4 describes the New York State Legislative Commission on Rural Resources and the Rural Education Advisory Committee and lists current members. (SV)

ED 437 240 RC 022 190

Weber, Holly A., Ed.
Wilderness Medicine Newsletter, 1999.
PUB DATE- 99
NOTE- 53p.; For Volume 9, see ED 430 748.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accidents; Athletics; Crisis Management; *First Aid; *Injuries; *Medical Services; *Outdoor Activities; Physical Health; Prevention; Rescue; Safety; Training; *Wilderness
IDENTIFIERS- Hiking; Mountaineering

The six issues of Wilderness Medicine Newsletter published in

Education; *Rural Education; *School Community Relationship; Student Attitudes
IDENTIFIERS- Alaska (Southeast); Systemic Educational Reform

As part of a larger study of systemic educational reform in rural Alaska, this case study examines the implementation of the Alaska Onward to Excellence (AOTE) improvement process in the village of Tatitlek in south-central Alaska. The village has about 100 residents, mostly of Alutiiq heritage (Native peoples of Prince William Sound). A three-room K-12 school serves about 23 students. The aftermath of the 1989 Exxon Valdez oil spill turned the village toward increased connection to the outside and intentional planning for the future. A main AOTE goal is a community-school partnership that often focuses on integrating Native knowledge, culture, and language into the school. In Tatitlek, however, the overriding priority was ensuring student success both in and outside the village. In the early stages, AOTE meetings enjoyed strong turnout, and participants reached consensus on which district goals should be pursued locally. However, later participation dropped considerably. The district took the community goals and developed dramatic changes to curriculum and instruction: the Chugach Instructional Model, which progresses from drill to real-life connections; standards-based curriculum, assessment and report card; emphasis on hands-on learning; and Anchorage House, an urban residential experience for secondary students. Improved school-community relations were supported by the strong, innovative leadership of district staff; high levels of trust among all parties; and new teachers who are highly respectful of Native lifestyle and have become friends and advocates within the community. Barriers to sustainability and a student attitude survey are discussed. Appendices describe Anchorage House, district standards, beliefs, student goals and the AOTE action plan. (SV)

ED 437 258 RC 022 213

Kushman, James W.
It Takes More Than Good Intentions To Build a Partnership: Klawock City Schools. Case Study.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 65p.; For final report and related case studies, see RC 022 206-212.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alaska Natives; *American Indian Education; Community Attitudes; Community Involvement; *Educational Change; Elementary Secondary Education; Parent Participation; Resistance (Psychology); *Rural Education; *School Community Relationship; Student Attitudes
IDENTIFIERS- Alaska (Southeast); Systemic Educational Reform; *Tlingit (Tribe)

As part of a larger study of systemic educational reform in rural Alaska, this case study examined the implementation of the Alaska Onward to Excellence (AOTE) improvement process in Klawock. Klawock is a town of about 750 Tlingit and non-Native residents on Prince of Wales Island in far southeastern Alaska with a K-12 school that serves 212 students. AOTE intends to bring community involvement, a focus on student learning, and a systemic approach to educational reform in rural Alaska Native communities; however, in Klawock, AOTE was weakly implemented. An AOTE leadership team was never formed, and the process was carried out by two local facilitators and the superintendent.

Too: Mathematics for Empowerment". The introduction to the book details why the author spent three years writing about adults learning mathematics, and outlines the shape and structure of the book. A chapter from the book, entitled "A Matrix of Factors," is presented as an example of the book's style and to offer a peek at understanding the needs of adults learning mathematics and strategies for teaching them. (ASK)

ED 437 281 SE 063 056

Simpson, Jeff
Getting Unstuck in Maths: Building Mathematical Memory with Rapid Reconstruction.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Adults Learning Mathematics Conference (4th, Limerick, Ireland, July 4-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Division; *Learning Strategies; Mathematics Activities; *Mathematics Instruction; Memorization; *Memory; Multiplication

This paper proposes that there are some students who understand mathematics but just can't remember the rules to use it, and others who have accurate rote memory but can't apply the facts they know or do not understand the concepts behind them. The guided discovery approach to teaching mathematics is introduced. This approach promotes a system of rapid mathematical reconstruction to develop memory using strategies that are directly related to constructive exploration. This simple method uses "manipulative on paper" to establish fluent, context-derived memory in a cooperative classroom setting. The guided-discovery/rapid-reconstruction process successfully reduces basic maths to its simplest elements, allowing students to quickly count groups of objects, notice the patterns and relationships that the counting reveals, and remember the things that they noticed. This technique is illustrated by providing an example using multiplication and division. (ASK)

ED 437 282 SE 063 057

Lindenskov, Lena
Developing Guidance Material To Uncover a Mathematics Profile of Adult Participants on a Crane Course.
PUB DATE- 98
NOTE- 7p.; In: ALM-4 International Conference of Adults Learning Maths--A Research Forum (Limerick, Ireland, July 4-6, 1997) p129-133.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Curriculum Development; Foreign Countries; *Instructional Materials; *Mathematics Instruction; Vocational Education
IDENTIFIERS- Denmark

This paper reports on a pilot study in the Danish "Profile in Mathematics" project implemented by the Directorate General for Employment, Placement and Vocational Training and the Ministry of Education. The pilot study develops and tests specific guidance materials to guide participants and teachers through a course for crane workers that teaches the workers to choose the right tools and fit them correctly on the load that is to be gives extensive treatment to instructional technology; recognizes the historical and ideological basis on which social studies instruction is founded; addresses the issues and problems associated with designing, developing, and executing instruction; describes the different approaches of the social studies in regard to the selection and organization of disciplinary content; and organizes the elements of subject-matter content into effective presentation patterns for students. Chapter titles include: (1) "Perceptions, Ideologies, and Approaches within the Social Studies"; (2) "Origins of the Social Studies"; (3) "Core Subject Fields of the Social Studies: History, Government, and Geography"; (4) "Important Subject Fields of the Social Studies: Economics, Sociology, Psychology, and Anthropology"; (5) "Meeting Needs and Providing Effective Instruction"; (6) "The Appropriate Use of Classroom Technology"; (7) "Motivating Student Learning"; (8) "The Identification and Formulation of Instructional Objectives"; (9) "Designing Courses, Units, and Lessons"; (10) "The Elements of Knowledge"; (11) "Skill Development"; (12) "Education for Values"; (13) "Instructional Strategies and Activities"; (14) "The Evaluation, Selection, and Development of Instructional Materials"; and (15) "The Formal and Informal Means of Assessing Learning Outcomes." (LB)

ED 437 305 SO 031 063

Mahmud, Ushari Ahmad; Baraka, Muhammad Zaayid
Educating Displaced Children: An Opportunity for Building Peace? Case Study: Sudan. Mid-Decade Review of Progress towards Education for All.
PUB DATE- 95
NOTE- 16p.; For a case study of Thailand, see SO 031 064.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Childhood Needs; *Developing Nations; Educational Research; *Educationally Disadvantaged; Elementary Secondary Education; Foreign Countries; *Language Role
IDENTIFIERS- *Sudan; UNICEF

This report documents efforts to educate children who fled their homes in the 1990s because of civil war in Sudan. Current estimates place the number of displaced people at about two million. The document states that the displaced come from over 60 different ethno-linguistic groups. Many of these people do not speak Arabic and reside at present in the southern states, including the Transitional Zone of the Nuba Mountains and southern Dafur and the four official camps for the displaced in Khartoum State. The report states that the United Nations Children's Fund (UNICEF) Emergency Education Program works with 480,000 school-aged children in the principal regions with displaced communities. According to the report, there are an estimated 65,000 children who are "unaccompanied," either orphans or children separated from their families, and many live in territories still in conflict. The report gives the results of a case study on Sudan, in which education officials were interviewed and four official camps for displaced persons were visited. The case study reports the following: (1) an analysis of the principal partners and how they are involved in educating displaced children; (2) a consideration of the crucial question of language and curriculum; and (3) a development of the themes of the second section through a set of proposals that recognize a special opportunity to turn the education of displaced children into a chance to promote long-aspect of their lives and thought. This unit offers students selected primary sources taken from each man's writing to encourage students to make analytical comparisons. The unit objectives are to: (1) examine the lives of Mao Zedong and Mohandas Gandhi; (2) contrast the views of Mao and Gandhi on the use of violence as a personal and political method; (3) contrast the place of ends and means in the philosophies of Mao and Gandhi; (4) contrast Mao's and Gandhi's views on colonialism and the "oppressor"; (5) compare and contrast Gandhi's and Mao's approaches to mobilizing mass support; and (6) compare and contrast Gandhi's and Mao's views on industrialization and modernization. Teaching materials that apply to national standards for history are provided. (Contains 37 references.) (BT)

ED 437 325   SO 031 280

Pyne, John; Sesso, Gloria
Avenging Angel? John Brown, the Harpers Ferry Raid and the "Irrepressible" Conflict. A Unit of Study for Grades 9-12.
PUB DATE- 99
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil War (United States); High Schools; Primary Sources; *Slavery; Social Studies; Student Educational Objectives; United States History
IDENTIFIERS- Abolitionism; *Brown (John); National History Standards; West Virginia (Harpers Ferry)

This unit deals with the struggle between proslavery and antislavery proponents which exacerbated sectional discord and culminated in secession of the southern states and the Civil War. The lessons would most appropriately be taught as a prelude to the Civil War and as a culmination of units on the heightened sectional conflict resulting from passage of the Fugitive Slave Law (1850), the Kansas-Nebraska Act (1854), "Bleeding Kansas" (1855-56), and the Dred Scott decision (1857). The lessons provide a variety of perspectives on John Brown's Harpers Ferry Raid and the ensuing historical interpretation of his character and purpose. The unit objectives are to: (1) analyze John Brown's motives and beliefs for the decision to invade Harpers Ferry and seize the federal arsenal; (2) explore how John Brown's raid at Harpers Ferry exacerbated sectional tensions and contributed to the coming of the Civil War; (3) analyze John Brown's statements following his capture at Harpers Ferry and evaluate their historical accuracy by comparing his account to the historical record; (4) interpret textual, photographic, and graphic images in their historical context; and (5) evaluate how the paintings and illustrations of John Brown have influenced the interpretation of his actions and determine whether they portray him as a martyr or devil. Teaching materials that apply to National Standards for History are provided. (Contains a 14-item annotated bibliography.) (BT)

ED 437 326   SO 031 287

Schelander, Bjorn
Brunei: Abode of Peace.
SPONS. AGENCY- Henry Luce Foundation, New York, NY.
PUB DATE- 98
NOTE- 94p.; "With illustrations by Ann Hsu."

Distinguished Teacher" (Billie J. Enz, Kathleen R. Weber, and Ruth D. Campopiano); (7) "The Emeritus Teacher" (Raymond J. Dagenais, Betty E. Steffy, and Billie J. Enz); and (8) "Applying the Life Cycle of the Career Teacher Model" (Suzanne H. Pasch, Michael P. Wolfe, Betty E. Steffy, and Billie J. Enz). The appendix is entitled "Addressing the Unique Needs of Each Phase Through Professional Development: Phase-Related Concerns and Recommended Professional-Development Practices." (Each chapter contains references.) (SM)

ED 437 346 SP 038 925

Teacher Preparation Initiatives. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. House of Representatives, One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 481p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Class Size; Educational Quality; Elementary Secondary Education; Faculty Development; Hearings; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Public Education; *Teacher Improvement; Teacher Qualifications; *Teacher Recruitment; Teacher Shortage; *Teaching Skills
IDENTIFIERS- Congress 105th

This hearing focused on the subject of teacher recruitment and preparation. The hearing began with opening statements by several Congressmen (the Honorable Frank Riggs, Matthew Martinez, William Gooding, George Miller, and Robert Scott). Following the opening statements were statements by the Honorable Eugene Hickock, Secretary of Education, Commonwealth of Pennsylvania; Mr. E.D. Hirsh, Jr., President, Core Knowledge Foundation, Charlottesville, VA; Dr. Eric Hanushek, Director, W. Allen Wallis Institute of Political Economy, University of Rochester, NY; Dr. Richard Ingersoll, Professor of Sociology, University of Georgia, Athens; Ms. C. Emily Feistritzer, President, National Center for Educational Information, Washington, DC; Dr. Dale Ballou, Professor of Economics, University of Massachusetts, MA; Ms. Kati Haycock, President, the Education Trust, Inc., Washington, DC.; Mr. Paul F. Steidler, Director, Alexis de Toqueville Institution, Arlington, VA; and Mr. Barnett Berry, Associate Director for Policy and State Relations, National Commission on Teaching and America's Future, Columbia, SC. Statements and written testimony are appended. The appendixes also include two reports by the National Commission on Teaching and America's Future: (1) "What Matters Most: Teaching for America's Future"; and (2) "Doing What Matters Most: Investing in Quality Teaching." (SM)

ED 437 347 SP 038 927

Scott, Neil H.
Supporting New Teachers: A Report on the 1998-99 Beginning Teacher Induction Program in New Brunswick.
PUB DATE- 99
NOTE- 42p.; "With Tammy Surette."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Beginning Teacher

policy in the Lincoln Parish schools. (Contains 9 references.) (SM)

ED 437 367 SP 038 952

Oakes, T. J.
A Guide to Organizations Involved with Licensing and Certification of Teachers and Accreditation of Teacher Education Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Teacher Certification
IDENTIFIERS- ERIC Digests; Interstate New Teacher Assess and Support Consort; Licensing Programs; National Board for Professional Teaching Standards; National Council for Accreditation of Teacher Educ

Accreditation of teacher education programs and licensing and certification of teachers are interrelated but distinct processes that can easily be confused. This Digest seeks to clarify the three processes and identify the primary national organizations involved in these areas. Accreditation is an evaluation process that determines the quality of an institution or program using predetermined standards. Licensing is the process by which a governmental agency grants a license (or permission) to an individual who has met specified requirements. Certification is the process by which a nongovernmental agency or association bestows professional recognition to an individual who has met predetermined qualifications specified by that agency or association. This Digest describes the accreditation process of the National Council for Accreditation of Teacher Education and the Teacher Education Accreditation Council; the certification process of the National Board for Professional Teaching Standards; and the licensing process of both the Interstate New Teacher Assessment Support Consortium and the Interstate School Leaders Licensure Consortium. (SM)

ED 437 368 SP 038 953

Grosse, Susan J.
Educating Children and Youth To Prevent Contagious Disease. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Health; *Communicable Diseases; *Comprehensive School Health Education; Disease Control; Elementary Secondary Education; *Health Promotion; Public Health; School Safety; Students

(Contains 95 references.) (SM)

ED 437 388 SP 038 978

Jones, Kevin R.
Managing Substitute Teaching.
PUB DATE- 99
NOTE- 5p.; Published four times a year.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Responsibility; Elementary Secondary Education; Employee Absenteeism; Inservice Teacher Education; Job Application; Preservice Teacher Education; Principals; *Substitute Teachers; Teacher Attendance; Teacher Evaluation; Teacher Persistence; Teacher Recruitment

This news brief presents information on managing substitute teaching. The information is based on issues discussed at a summit meeting which included public school administrators and personnel directors from around the nation. The main topics of concern focused around four core components related to the management of substitute teaching: recruiting and retaining, screening, training, and evaluating. Regarding recruitment and retention, non-monetary incentives tend to be more effective than monetary incentives. Screening involves prescreening, paper and pencil screening, interviewing, and background checks. Training is the backbone of a viable substitute teaching program and will alleviate many, if not most, problems associated with substitute teaching. Training falls into two categories: preservice and inservice. Evaluation serves to assess the substitute teacher's performance and to determine the efficacy of a school's or district's recruiting, screening, and training programs. Evaluation typically focuses on professionalism, classroom skills, and interpersonal skills. (SM)

ED 437 389 SP 038 979

Riley, Dorothy T.
Impacts of Shared Decision Making.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Elementary Education; Elementary School Teachers; *Participative Decision Making; Principals; *Teacher Administrator Relationship; Teacher Attitudes

This qualitative study examined the degree to which a school principal, faculty, and community achieved shared decision making. Through faculty interviews, observations of meetings, and review of the school's documentation of committee structures, the study investigated strengths and weaknesses in the decision-making process. First, participants defined shared decision making. Next, formal and informal structures which were in place to gather teacher input were examined. Participants noted the kinds of decisions that teachers wanted to make and those that they wanted administrators to make. Changes in the decision-making process over time were a focus

van der Linden, Wim J.; Carlson, James E.
Calculating Balanced Incomplete Block Design for Educational Assessments.
PUB DATE- 99
NOTE- 25p.; Portions of the paper presented at the National Assessment Governing Board Achievement Levels Workshop (Boulder, CO, August 20-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Item Banks; *Linear Programming; *Research Design; Research Methodology
IDENTIFIERS- *Balanced Incomplete Block Spiralling; Large Scale Assessment; National Assessment of Educational Progress

A popular design in large-scale educational assessments is the balanced incomplete block design. The design assumes that the item pool is split into a set of blocks of items that are assigned to assessment booklets. This paper shows how the technique of 0-1 linear programming can be used to calculate a balanced incomplete block design. Several structural as well as practical constraints on this type of design are formulated as linear (in)equalities. In addition, possible objective functions to optimize the design are discussed. The technique is demonstrated using an item pool from the 1996 Grade 8 Mathematics National Assessment of Educational Progress Project. (Contains 2 tables and 16 references.) (Author/SLD)

ED 437 411 TM 030 563

Reauthorization of the National Assessment of Educational Progress and National Assessment Governing Board. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. House of Representatives, One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Assessment; Educational Objectives; Elementary Secondary Education; *Federal Legislation; Hearings; Measurement Techniques; *National Competency Tests; National Surveys; *Test Use
IDENTIFIERS- Congress 105th; National Assessment Governing Board; *National Assessment of Educational Progress; Reauthorization Legislation

A hearing was held on the re-authorization of the National Assessment of Educational Progress (NAEP) and the National Assessment Governing Board (NAGB). Mary R. Blanton, Vice Chair of the NAGB, spoke about its mission and plans for design changes under the re-authorization. She also outlined the role of the NAGB in overseeing the voluntary national test and discussed state-based competency measures. Michael F. Ward, North Carolina Superintendent of Schools, represented the Council of Chief State School Officers as he spoke on the importance of the NAEP and the NAGB. As a representative of commercial test publishers, Larry Snowhite of Riverside addressed several key issues regarding the re-authorization of the NAEP. Martha Schwartz, representative of a grass-roots organization focusing on mathematics education, urged the inclusion of content-based learning standards with a reliable test to match the standards. Christopher Klicka, Executive for Educators." The tests specified for these grades are reading and mathematics at grades 6,7, and 8 and writing, science, and social studies for grade 8. (SLD)

ED 437 434 TM 030 589

Texas Essential Knowledge and Skills (TEKS) Educator's Guide to TEKS-Based Assessment. Exit Level TAAS, 1999-2000.
PUB DATE- 00
NOTE- 34p.; For related documents, see TM 030 587-590.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum; Educational Assessment; Educational Objectives; Graduation Requirements; High School Students; High Schools; Mathematics Tests; Reading Tests; Test Construction; *Test Use; Writing Tests
IDENTIFIERS- *Exit Examinations; Texas Assessment of Academic Skills; *Texas Essential Knowledge and Skills

The goal of this series of guides is to show Texas educators what components of the Texas Essential Knowledge and Skills (TEKS) curriculum are eligible for testing on the Texas Assessment of Academic Skills (TAAS) and end-of-course tests. This booklet contains information for tests administered beginning in the 10th grade as graduation requirements. The sections are: (1) "General Information"; (2) "Exit Level TAAS Objectives and Related TEKS"; and (3) "Tools for Educators." The tests specified for these grades are the exit level reading, mathematics, and writing examinations. (SLD)

ED 437 435 TM 030 590

Texas Essential Knowledge and Skills (TEKS) Educator's Guide to TEKS-Based Assessment. End-of-Course Tests. Algebra I, Biology, English II, and U.S. History, 1999-2000.
PUB DATE- 00
NOTE- 44p.; For related documents, see TM 030 587-589.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Algebra; Biology; *Curriculum; Educational Assessment; Educational Objectives; English; High School Students; High Schools; Mathematics Tests; Reading Tests; Test Construction; *Test Use; United States History; Writing Tests
IDENTIFIERS- *Exit Examinations; Texas Assessment of Academic Skills; *Texas Essential Knowledge and Skills

The goal of this series of guides is to show Texas educators what components of the Texas Essential Knowledge and Skills (TEKS) curriculum are eligible for testing on the Texas Assessment of Academic Skills (TAAS) and end-of-course tests. This guide contains information for the end-of-course tests administered for the following subjects: Algebra I, Biology, English II, and U.S. History. The sections are: (1) "General Information"; (2) "End-of-Course Test Objectives and Related TEKS"; and (3) "Tools for Educators." (SLD)

ED 437 436 TM 030 591

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Administration; Educational Finance; *Educational Improvement; Elementary Secondary Education; Government Role; *Government School Relationship; *Low Achievement; Public Schools; State Regulation; Urban Schools
IDENTIFIERS- *District of Columbia Public Schools; *Reform Efforts

The drastic actions that have been taken in the District of Columbia public schools offer many lessons for those interested in urban school reform. In November 1996, the District of Columbia's federally appointed financial control board took over the school system, firing the superintendent and replacing the elected school board with an appointed board of trustees. A retired Army general, Julius W. Becton, was brought in to run the schools. Sixteen months later, there was little to show for Becton's tenure, but his successor remained committed to following through on the get-tough approach. As in many other school systems, testing has been used for accountability purposes. Threats of summer school and teacher firings have created a tense atmosphere in the District of Columbia schools, and test preparation has become the primary focus. Local activists think that threatening and punitive measures are not contributing to school improvement in the District of Columbia. Instead, activists call for staff development, a counselor and social worker in every school, smaller class sizes, and books for every student. This theme issue also contains an overview of the history of District of Columbia public schools. (SLD)

ED 437 457 UD 033 245

Inside the Beltway: The State of Homeless Children in Washington, DC.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Elementary Secondary Education; *Homeless People; Low Income Groups; Poverty; Social Problems; Urban Schools; *Welfare Recipients
IDENTIFIERS- *District of Columbia; *Shelters; Welfare Reform

Among the signs of recovery in Washington, D.C. is a decline in the number of homeless families in shelters. However, the unemployment rate remains over 8% in the District of Columbia, and the reduction in shelter use is explained by a reduction in shelter financing rather than a decreased need for shelters for homeless families. Interviews with 120 families with more than 300 children help explain the real dimensions of homelessness for children in the District of Columbia. In the city, homelessness is neither short-lived nor a singular occurrence for most homeless families. More than 40% of those surveyed had been homeless more than once. The children of these families experienced prolonged periods of academic instability. Multiple transfers and excessive absences place educational success out of reach for these children. The more chronic the family's homelessness, the worse the children's situation becomes. The multiple challenges faced by homeless families in the District suggest that welfare reform will have a profound impact on many homeless families in Washington. Prospects such as these make today's homeless children likely to become homeless adults. (SLD)

ED 437 458 UD 033 246

Fathers' Fair Share: Helping Poor Men Manage Child Support and Fatherhood.

SPONS. AGENCY- Department of Health and Human Services, Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.; Russell Sage Foundation, New York, NY.; Kellogg Foundation, Battle Creek, MI.; Mott (C.S.) Foundation, Flint, MI.; Department of Agriculture, Washington, DC.; Annie E. Casey Foundation, Baltimore, MD.; Department of Labor, Washington, DC.; Smith Richardson Foundation, Inc., Greensboro, NC.; Ford Foundation, New York, NY.; North Carolina Governor's Highway Safety Program.; Northwest Area Foundation, St. Paul, MN.

PUB DATE- 99

NOTE- 258p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Blacks; *Child Support; Father Attitudes; *Fathers; Hispanic Americans; *Parent Participation; Parent Role; *Parenting Skills; *Poverty; Unemployment

IDENTIFIERS- African Americans

This book examines the experiences of 32 men participating in Parents' Fair Share (PFS), which was designed to help them get better jobs, pay child support, and become more involved with their children. All participants were low-income, noncustodial fathers who were not paying court mandated child support. Most were African American or Latino and lived in inner city, low-income neighborhoods. Data came from semi-structured interviews, informal conversations, and observations. Participants offered their opinions of and reactions to PFS and discussed whether it helped them become consistent child support payers. They also discussed their lives outside of PFS, articulating obstacles encountered when trying to become more active parents. Eight appendixes present sample data and research methodology; maps; lists and descriptions of peer support sessions; family tree; personal shields; profiles of two participants deciding how to use their money; profiles of selected participants; questions for noncustodial parents in PFS; and profile of interviewees. (Contains 60 references.) (SM)

ED 437 482 UD 033 280

Clyde, Laurel A.; Lobban, Marjorie

Out of the Closet and Into the Classroom: Homosexuality in Books for Young People.

PUB DATE- 00

NOTE- 150p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reference Materials - Bibliographies (131)

DESCRIPTORS- Adolescents; Annotated Bibliographies; Children; Childrens Literature; Elementary Secondary Education; Foreign Countries; *Homosexuality; Role Models; *Sexuality

This annotated bibliography focuses on the issue of homosexuality in books for young people. The 120 books listed represent a period of great change in the depiction of homosexuality in children's literature by indicating the way sexual preference and sexuality is presented to young people. The recognition that homosexuality is an inherent part of society is the main area that this bibliography explores. Many of the books present positive role models. Most of the books are for adolescents, though a few are for children. All books have been published in English. The first four appendixes list the books by the following categories: stories with homosexual main characters;

opportunity, safety, health, and education. Policy recommendations for improvement are also included. The next section provides summary data on the following benchmarks, including California and national trends: (1) child care; (2) homelessness/housing; (3) public assistance; (4) hungry children; (5) child support; (6) children in poverty; (7) college-bound seniors; (8) unemployed youth; (9) teen births; (10) drug and alcohol use; (11) incarcerated juveniles; (12) child abuse and neglect; (13) foster care; (14) drug exposed babies; (15) youth homicide; (16) infant mortality; (17) prenatal care; (18) immunization; (19) uninsured children; (20) use of nutrition program; (21) mental health; (22) smoking; (23) dropout rate; (24) preschool education; (25) student/teacher ratio; (26) per pupil expenditures; and (27) reading and math skills. The final section of the supplement consists of California county-by-county data charts. (SD)

ED 437 146 PS 025 576

Abbott, John
"Upside Down and Inside Out": Why Good Schools Alone Will Never Be Good Enough To Meet the Challenges of the 21st Century. Speech delivered to the Council of Scientific Society Presidents (Washington, DC, May 1997).
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Conference and Exhibit of the Association for Supervision and Curriculum Development (Baltimore, MD, March 22-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; Child Development; Early Experience; Educational Change; Educational Improvement; *Educational Innovation; Elementary Secondary Education; *Learning; Learning Processes; Metacognition; *Modernization; School Community Relationship; Self Motivation; Technological Advancement
IDENTIFIERS- Brain Based Learning; *Brain Development

The 21st Century Learning Initiative is a transnational program concerned with improving education by changing outdated assumptions about how humans learn. This paper summarizes issues behind the organization's work. The first is the biological nature of learning; discussion of this issue includes a description of new research on the very young child's brain, the adolescent's brain and development, and brain plasticity. The second issue concerns the science of learning, with the assertion that metacognition--the ability to think about your own thinking--is crucial in today's information-driven society. The student whose metacognitive skills have been well developed ceases to be totally dependent on the teacher as an external force and progressively becomes part of the learning process. The third issue involves how people construct knowledge, calling for a move away from a dissected, compartmentalized view of reality and learning toward learning systems that embrace the complex, emergent nature of human and natural experience. The fourth issue is the impact of new technology, which is disrupting hierarchies of top-down, controlled learning environments and encouraging the growth of non-institutional, ever-shifting networks of self-organizing learners. The final issue involves restoring the once vibrant role of home and community in the education of young people. The paper concludes that understanding these references. (KB)

ED 437 164 PS 027 896

The New York Times Guide to the Best Children's Videos.
PUB DATE- 99
NOTE- 478p.; Foreword by LeVar Burton and Preface by Linda Ellerbee.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Child Welfare; *Children; Elementary Secondary Education; Films; Preschool Education; Programming (Broadcast); *Quality Control; *Rating Scales; Television Viewing; *Video Games; *Videotape Recordings
IDENTIFIERS- Age Appropriateness; Appropriateness Measurement; New York Times; Parent Control; *Parent Resources; Parental Supervision; Video Criticism; Video Reference Services; *Video Tape Reviews

More parents than ever before are making a conscious decision to be more selective about what their children watch and the types of games they play. This guide lists recommended videos and provides parents with informative guidelines to enable them to make informed program choices. The first part of the guide presents brief reports from the field: (1) "TV for Girls" (Jan Benzel); (2) "Congress and TV: Living with the Law" (Lawrie Mifflin); (3) "Teletubbies" (Sarah Lyall); and (4) "Reinventing Children's Television Workshop" (Anita Gates). The remainder of the guide present the descriptions and ratings of the videos. Baseline criteria for inclusion in the guide include: (1) no gratuitous violence or sexual behavior; (2) no physical or verbal abuse; (3) no racial, gender, cultural, or religious bias; (4) no condescension toward children; and (5) no unsafe behavior. Each title is rated with one, two, or three stars. The accompanying review includes a summary of the program, running times, suggested retail prices, the best age fit according to the focus groups, and ordering information. Feedback from adult evaluators and child jurors explain why kids enjoyed it. Listings are organized into chapters devoted to specific age groups: (1) infant/toddler; (2) preschool; (3) elementary; (4) middle school; and (5) junior and senior high schools. Chapters are further subdivided into subject categories: (1) educational/instructional; (2) family; (3) literature and myth; (4) holiday; and (5) nature. The guide's appendix lists titles that suit special interests, including diversity and dealing with problems. (SD)

ED 437 165 PS 027 899

Barrett, Katharine; Blinderman, Ellen; Boffen, Beatrice; Echols, Jean; House, Patricia A.; Hosoume, Kimi; Kopp, Jaine
Science and Math Explorations for Young Children: A GEMS/PEACHES Handbook for Early Childhood Educators, Childcare Providers, and Parents.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Hewlett-Packard Co. Foundation, Palo Alto, CA.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 81p.; With contributions from Carl Babcock and Lincoln Bergman.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Child Health; *Organizational Change; Program Descriptions; Public Policy; *Well Being; *Young Children
IDENTIFIERS- *Foundation for Child Development; *Organizational History

The Foundation for Child Development (FCD) is the oldest philanthropy in the nation focused on improving the life prospects of children. This booklet, produced for FCD's centennial, describes the organization's origins and changes during the past 100 years. The booklet's sections, which include photographs, quotes, and a timeline, are: (1) "The First Decade: Affirming Public Responsibility for the Well-Being of All Children"; (2) "The Second Decade: Moving into Public Health Practice and Research"; (3) "Between the World Wars: Strengthening the Association and Its Nursing Service"; (4) "The Forties: Creating a Grantmaking Institution"; (5) "The Fifties: Shifting the Focus from Polio to Birth Defects"; (6) "The Sixties: Addressing a Wider Range of Issues"; (7) "Beyond the Sixties: Linking Research and Policy"; (8) "The Seventies: Exploring the 'Ecology' of Human Development"; (9) "Late 70s and Early 80s: Documenting the Status of Children"; (10) "80s and Early 90s: Spotlighting Two-Generation Strategies"; and (11) "The Late Nineties: Balancing Change and Continuity." (EV)

ED 437 183 PS 028 157

Hirsch, David
What My Father Means to Me: Words & Drawings from America's Children about Their Fathers.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Child Rearing; *Childhood Attitudes; Childrens Art; Childrens Writing; *Fathers; Freehand Drawing; *Parent Child Relationship

This booklet is a representative collection of children's essays and drawings from "Father of the Year" contests sponsored by the National Center for Fathering and the Illinois Fatherhood Initiative. The materials have been selected from tens of thousands of entries received from communities across the nation. The essays are divided by grade level, first through twelfth, and are reproduced in the children's handwriting. The booklet concludes with a series of sessions designed to help fathers understand and apply the principles of the "I-CAN's of Fathering": involvement, consistency, awareness, and nurturance. Also included is contact information for several fathering-related organizations. (EV)

ED 437 184 PS 028 158

Hirsch, David
Illinois Fathers' Resource Guide. Second Edition.
PUB DATE- 99
NOTE- 21p.; "Special thanks to the Colorado Fatherhood Connection for helping to compile the Illinois Fathers' Resource Guide."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

by neighborhood for the most current year available. Among the findings reported are the following: the teen pregnancy rate is three times higher for black teens than for white; infant mortality rates are much higher than statewide rates; the leading cause of teen death was homicide or suicide rather than the unintentional injuries for teens statewide; the percentage of teens who are not enrolled in school, are not in the labor force, and are not high school graduates is almost triple the state percentage; and almost 38 percent of Wilmington children live below the poverty level, more than double the state percentage. Data tables complete the fact book. (KB)

ED 437 202 PS 028 194

Hyun, Eunsook; Smrekar, Jocelynn; DiPento, Saundra; Matthews, Celeste
Fourth-Year Theory, Research and Practice: Developmentally and Culturally Appropriate Practice (DCAP) through Field-Based Teacher Preparation. A Brief Report.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual conference of the National Association for the Education of Young Children (New Orleans, LA, November 10-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Culturally Relevant Education; *Developmentally Appropriate Practices; Early Childhood Education; Higher Education; Models; *Preservice Teachers; *Teacher Education; *Teacher Education Programs; World Wide Web

Universities in Florida, Oklahoma, Pennsylvania, and Minnesota have been collaborating in an effort to implement a pedagogical model for early childhood teacher education that helps prospective teachers identify their own cultural and ethnic backgrounds and to understand cultural diversity while helping them learn to be sensitive to the cultural backgrounds and characteristics of the young children they will teach. This study focused on how prospective teachers infuse the notion of developmentally and culturally appropriate practice (DCAP) into their field-based preparation and is based on an interactive virtual discussion conducted through a Web site and WebBoard interaction. Participating in the virtual discussion were 64 prospective early childhood education teachers from five universities in four states. Their discussion was monitored, collected, and analyzed using data reduction, unit analysis, pattern coding, and memoing. Findings indicated that prospective teachers defined DCAP as a philosophy of teaching that makes teachers aware of cultural differences in child development and learning, requires teachers' adjustment to fit children's needs, and makes everyone realize that learning never ends. The prospective teachers saw that the conceptual understanding of DCAP guides teachers to reach all learners and frequently specified limited English-speaking children and children with special needs. They often noted that due to large group classes or state mandates, a teacher-driven curriculum is necessary and DCAP difficult to implement. The prospective teachers also constructed a self-image of a socially proactive teacher as a needed DCAP teacher quality. (Contains 30 references.) (KB)

ED 437 203 PS 028 195

Gaining Ground: Hard Work and High Expectations for Kentucky

Parenthood; Employed Women; Family Income; Family (Sociological Unit); Mortality Rate; Poverty; *Social Indicators; State Surveys; Substance Abuse; Tables (Data); Welfare Recipients; *Well Being

IDENTIFIERS- Arrests; *Indicators; Risk Taking Behavior; *South Dakota

This Kids Count fact book examines statewide trends in well-being for South Dakota's children. The statistical portrait is based on 25 indicators in the areas of demographics, health, education, economic status, and safety. The indicators are: (1) population; (2) family profile; (3) poverty thresholds; (4) infant mortality rate; (5) low birth weight rate; (6) child death rate; (7) teen violent death rate; (8) births to single teens; (9) prenatal care; (10) immunization rates; (11) school enrollment; (12) dropout rates; (13) children with special needs; (14) poverty rates; (15) TANF and foodstamp use; (16) Medicaid participation; (17) child care availability; (18) per capita personal income; (19) women in the workforce; (20) median household income; (21) juvenile arrests; (22) youth related traffic accidents; (23) child abuse and neglect; (24) juvenile drug and alcohol treatment admissions; and (25) youth risk behaviors. The first part of the fact book presents sources and definitions of the indicators and state perspectives for each. The major portion of the report presents state and county data tables for each indicator. The report concludes with a section listing data resources, web sites of interest, and information on performing data calculations. (HTH)

ED 437 222 PS 028 229

Hyland, Terry L.; Davis, Jerry

Angry Kids, Frustrated Parents: Practical Ways To Prevent and Reduce Aggression in Your Children.

PUB DATE- 99

NOTE- 169p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Adolescents; *Aggression; Anger; Assertiveness; *Child Rearing; *Children; *Parent Child Relationship; *Parents; Parents as Teachers; Prevention; Problem Solving; Television Viewing

IDENTIFIERS- Spiritual Development

Recognizing that aggression in children can lead to severe problems at home, in school, and in the community, this book is a guide to help parents address the negative child behaviors of whining, teasing others, throwing temper tantrums, fighting, or intentionally hurting others. Part 1 of the book, focusing on recognizing aggression, defines aggression; differentiates anger, assertiveness, and aggression; and discusses reactive aggression, planned aggression, and bullying. Part 2 focuses on what parents can do to prevent or deal with aggression, and includes chapters on setting a good example, monitoring children's entertainment, teaching problem solving, monitoring children's whereabouts, using proactive teaching, setting boundaries and rules, and creating a strong spiritual foundation. Part 3 presents ways to deal with children's misbehavior and loss of control. Part 4 focuses on building strong relationships with children. The book concludes with encouragement to parents not to give up on their children and to seek professional assistance when necessary. (KB)

1999 provide medical and rescue information for the nonphysician in remote wilderness areas. Feature articles include: "Tendinitis: Overdoing a Good Thing" (Buck Tilton); "A Sport for the Season: Trail Running" (injuries and health problems common to trail runners) (Rebecca S. Newton); "Taking the Sting Out of Anaphylaxis" (Frank Hubbell, William Kane); "A Sport for the Season: Mountain Biking" (injuries and health problems common to mountain bikers) (Rebecca S. Newton); "Clearing the Spine: A Brief Refresher" (Buck Tilton); "When a Crisis in the Wilderness Becomes a Critical Incident" (stress reactions and interventions among participants and rescue teams) (Q. Craig Newton, Pat Thorney); "A Sport for the Season: Kayaking" (injuries and health problems common to kayakers) (Rebecca S. Newton); "Children Going to the Mountains" (Union Internationale des Associations D'Alpinisme); "Medical Considerations for Patient Tie-Ins" (tying a patient into a litter) (Keith Conover); "Buyer Beware: What's Getting on Your Skin?" (harmful ingredients in personal care products) (Jeff Backer); "Oh, My Aching Feet!" (common and activity-specific problems) (Jeanne Twehous); "The Joy of Socks" (Murray Hamlet); "Breathing Hard in the Backcountry" (Sue Barnes); and "People with Pre-existing Conditions Going to the Mountains" (J. S. Milledge). Issues also contain announcements of wilderness first aid and medical training, search and rescue training, conferences, publications, new products, and product problems. (SU)

ED 437 241 RC 022 191

Duff, Betty Parker
The "Quare" Women: Reformers and Settlement Workers in the Kentucky Mountains.
PUB DATE- 99
NOTE- 16p.; Paper presented at the conference "The Women of Appalachia: Their Heritage and Accomplishments" (Zanesville, OH, October 27-29, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Adult Education; Elementary Education; *Females; *Modernization; *Rural Education; Social History; Social Values; *Womens Education
IDENTIFIERS- Appalachia; *Kentucky (East); *Settlement Schools

Among the many outside influences on Appalachian culture in the late 19th-early 20th centuries were reformers and educators, many of them women who came to the mountains to work as teachers, settlement workers, and nurses. This paper focuses on settlement schools in eastern Kentucky as the locus of interaction between reformers and mountain women. It addresses P. Pascoe's theory of reform work as "rescue" operations and questions whether mountain settlements were successful as rescue missions for Appalachian women and children. As in urban settlements of the Progressive Era, mountain settlements concentrated on providing Christian, morally uplifting environments, and aimed to establish the mother as the moral authority in the family. The isolated region was seen as relatively untouched by "corrupting" outside influences and, therefore, ideal for carrying out systematic cultural intervention. College educated women from the East found a sense of purpose in the settlement schools: to educate and enlighten the backward mountain people by teaching them moral values, proper nutrition and health care, sanitary housekeeping

The superintendent was working from a strategic plan developed in the early 1990s and used AOTE to secure community endorsement for this plan rather than to elicit community voice and set a new direction. After five meetings with little community attendance, AOTE faded away midway into its second year. The AOTE process was hindered by the school's unwillingness to share decision-making power with the community, by poor communication, and by a lack of desire among parents and community to take a more active role. AOTE was also contending with a context of competing reforms. This case study demonstrates that increasing community voice is more than a mechanical process and must include the underlying dynamics of trust, communication, understanding, and accountability. This report includes results of parent involvement and student surveys, vignettes from two successful school programs, academic achievement data, an outline of the AOTE process, and the survey instruments. (SU)

ED 437 259 RC 022 216

Venner, Sandra H.; Sullivan, Ashley F.; Seavey, Dorie
Paradox of Our Times: Hunger in a Strong Economy.
PUB DATE- 00
NOTE- 39p.; Foreword by J. Larry Brown.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; *Children; *Economic Factors; *Employment Patterns; *Hunger; Immigrants; Labor Market; Low Income Groups; Poverty; Poverty Programs; *Public Policy; Welfare Services
IDENTIFIERS- *Food Security; Food Stamp Program; *Welfare Reform; Working Poor

America today is haunted by the paradox of hunger and food insecurity amidst unprecedented prosperity. Despite a record economic expansion, millions of American households struggle to find sufficient resources to feed family members. Focusing on families with children, this report presents current evidence on hunger and food insecurity, identifies problematic aspects of major poverty programs and systemic economic forces increasing inequality, and offers a comprehensive policy framework to address the problem. National studies show remarkably persistent levels of aggregate household food insecurity over the last 4 years despite favorable national economic trends. Approximately 10 percent of all U.S. households and 15 percent of households with children reported food insecurity. Food insecurity varied widely among states, and local studies found hunger rates among various at-risk groups that were 5-10 times the overall national rate. Emergency food providers were facing increased food needs and reported increased numbers of families with children among their clients. For many workers, economic insecurity has been fostered by structural economic changes: long-term earnings stagnation, labor market volatility, and changing employment structure. In addition, welfare reform appears to be having significant negative spillover effects on the Food Stamp Program. Legal immigrant families, even those whose children are citizens, have less "safety net" assistance and are at increased risk of hunger. Recommendations are offered for restructuring and increasing access to the Food Stamp Program and for developing a cohesive national social welfare policy. (Contains 53 references.) (SU)

ED 437 260 RC 022 220

lifted or moved. The guidance materials consist of two packages: the first aims at disclosing the participants' skills; the second aims at providing more profound insight into the participant's skills. After testing the researchers found new discrepancies between school mathematics and workplace mathematics, especially concerning decimetres and methods of estimating the area of figures. Testing also showed that the participant's thoughts were consistently on the possible consequences of their involvement in the pilot project. (ASK)

ED 437 283 SE 063 058

Cock, Sybil
University Pedagogy--How Social Scientists Make Mathematical Meanings: "Before I Went into the Exam My Friend Said Do the Brackets First..."
PUB DATE- 98
NOTE- 8p.; In: ALM-4 International Conference of Adults Learning Maths--A Research Forum (Limerick, Ireland, July 4-6, 1997) p123-128.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; College Mathematics; Foreign Countries; Higher Education; *Learning Strategies; Learning Theories; Mathematics Education; *Nonmajors; Statistics

This paper presents some findings of a small study of a group of social science degree students and the ways in which they dealt with the need to demonstrate, during an examination, some basic mathematical and statistical skills. The theoretical context of the study is in the branch of mathematics education known as "situated cognition". It is concluded that conventional examinations are an inadequate motivator for mature students, for those with low confidence, and for students learning very basic mathematics. (ASK)

ED 437 284 SE 063 066

Karp, Karen; Brown, E. Todd; Allen, Linda; Allen, Candy
Feisty Females: Inspiring Girls To Think Mathematically.
PUB DATE- 98
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Childrens Literature; Elementary Education; *Equal Education; *Females; *Mathematics Instruction; Problem Solving; *Sex Differences; Teaching Methods

An action research project, the aim of which was to bring powerful mathematics to females to help them develop a clear conceptual understanding and passion for the subject, and to nurture independent learning skills that will translate into all aspects of their lives, is discussed. This book investigated one strategy for providing girls with examples of hardy female personalities through young problem solvers found in children's literature. These characters can act as springboards to mathematics lessons as teachers link these feisty females to mathematical activities. Classroom strategies are illustrated reflecting those suggested through research as essential to educational equity in mathematics education. (ASK)

ED 437 285 SE 063 068

term peace. (BT)

ED 437 306   SO 031 064

Bhumirat, Chinnapat; Sukabhirom, Rungruang; Chaiyawong, Prapapan; Bualek, Somchai

Education for All in Thailand: Two Case Studies. Case Study: Thailand. Mid-Decade Review of Progress towards Education for All.

PUB DATE- 95

NOTE- 20p.; For a study of the Sudan, see SO 031 063.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Access to Education; *Childhood Needs; *Developing Nations; Educational Research; *Educationally Disadvantaged; Elementary Secondary Education; Foreign Countries; *Parent Education; Preschool Education

IDENTIFIERS- *Thailand; UNICEF

This report reviews Thailand's campaign for education for all, which is supported by United Nations Children's Fund (UNICEF). By focusing on two specific projects, the report attempts to discern how well this elaborate system of cooperation is working. The first case study in the report highlights two responses to the need to promote early childhood care and development; teaching child-rearing skills within the family and within a community setting; and establishing universal preschool education. The second case study looks at the policies designed to encourage students finishing primary school to stay in school through the lower secondary level. The report offers recommendations that grow out of the case studies, including expanding basic education to nine years, augmenting preschool education, and concentrating the administrative elements into one single organization. (Contains 6 tables of data.) (BT)

ED 437 307   SO 031 069

Pierce, Preston E.

Their Story, Our Story, History: An Authentic Assessment Project for Early Secondary U.S. History Classes.

PUB DATE- 97

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Junior High Schools; Learning Activities; *Oral History; *Research Skills; Social Studies; *Student Projects; *Student Research; *Thinking Skills; *United States History

IDENTIFIERS- Alternative Assessment; *Authentic Assessment; New York

This year-long assessment project grew out of a need to establish an authentic assessment program (intermediate and terminal, formative and summative) as students entered the secondary grades. The project provided a framework for skill lessons correlated to the state (New York) curriculum and the textbook, which continued throughout the year, provided motivation, and encouraged students to take their learning activities beyond the school. The project includes introductory lessons on a series of research skills that are often overlooked in textbook skill lessons. The skills include interviewing sources, requesting interlibrary loan material, using bibliographic

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; *Asian History; *Asian Studies; Foreign Countries; Indochinese; Multicultural Education; Non Western Civilization; Secondary Education; Social Studies; World History
IDENTIFIERS- Asian Culture; *Brunei

This book introduces students to the people and the geography of Brunei. The country is filled with a variety of complex ecosystems and tropical rain forests. This book provides background information and suggested topics for an intensive study of the country. The three chapters are entitled: (1) "Introduction to Brunei"; (2) "Early History"; and (3) "Modern Brunei." Chapter 2 highlights early empires, European arrivals, Brunei in the Sixteenth Century, and the British presence. Chapter 3 covers World War 2, the road to independence, the Brunei rebellion, resolution of the Malaysia issue, and the reign of Southern Hassanal Bolkiah. Contains exercises, an answer key, and a 34-item bibliography. (BT)

ED 437 327 SO 031 294

Hickman, Michael; Wigginton, Erin O'Donnell
Catch Them Thinking in Social Studies: A Handbook of Cooperative Learning Activities. 5-College.
PUB DATE- 99
NOTE- 200p.; Foreword by Tim Erickson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; *Critical Thinking; Economics; Geography; Higher Education; Interdisciplinary Approach; Intermediate Grades; Political Science; *Problem Solving; Secondary Education; *Social Studies; *Thinking Skills
IDENTIFIERS- Collaborative Learning

This book offers teachers problem-solving activities in five areas of the social studies curriculum: geography, politics, economics, culture, and history. The carefully structured activities in the book place students in role simulations so they learn to think and work with purpose and develop skills for problem solving. The book provides teachers with learning activities that prepare students to rely on themselves as well as others for information. It presents students with cross-disciplinary activities to give them the opportunity to reason and determine real-life courses of action via the cooperative problem-solving strategy. In doing so, according to the book, students come to realize individual effort and team success are interrelated, and this concept is critical to being competitive in the workplace. The book is divided into 5 parts: (1) "Geography: Time Zones, Maps, and Population Counts"; (2) "Politics: U.S. Political Processes"; (3) "Economics: My Money, Our Money"; (4) "Cultures: Mystery from History"; and (5) "History: Perspectives on Past Events." (BT)

ED 437 328 SO 031 305

Bickmore, Kathy
Student Conflict Resolution, Power "Sharing" in Schools, and Citizenship Education.
PUB DATE- 99

Induction; *Beginning Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; Mentors; Partnerships in Education; Preservice Teacher Education; Principals; Program Effectiveness; Teacher Attitudes; Teachers
IDENTIFIERS- *New Brunswick

This document describes the perceptions of participants in the New Brunswick Beginning Teachers' Induction Program (BTIP) for the 1998-99 school year. For the fourth consecutive year, the New Brunswick Department of Education has organized the BTIP in all 12 anglophone districts. The BTIP includes mentor training workshops, district level activities, and local school level activities. Data for this report were collected from beginning teachers, mentors, school principals, and district coordinators in each of the districts. Near the end of the school year, participants completed questionnaires examining their feelings about the BTIP and whether they believed it should continue. Results found overall strong support for the BTIP from all groups. The two problems most frequently reported by teachers and mentors were lack of time to participate in activities and being mismatched with mentors. Mentors believed the BTIP was useful both to mentees and to themselves. Levels of principal involvement varied considerably, and over half of the principals were either not, or only minimally, involved. District coordinators perceived strong support for the BTIP from the Department of Education and district officials. Problems they reported included late additions to the program, not being able to include long-term supply teachers in the program, poor mentoring matches, and difficulty tracking funds. Recommendations for the future of BTIP are included. (Contains 10 references.) (SM)

ED 437 348 SP 038 928

Chambless, J. R.; Sweeney, M. V.; Thompson, W. D.
The Mississippi Teacher Fellowship Program: A State-Based Initiative for the Recruitment and Retention of Teachers in Critical Shortage Districts.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Educational Legislation; Elementary Secondary Education; Faculty Mobility; Higher Education; *Labor Turnover; Preservice Teacher Education; Public Schools; State Legislation; Teacher Collaboration; Teacher Persistence; *Teacher Recruitment; *Teacher Shortage; Teachers
IDENTIFIERS- Mississippi; Peer Support Groups

The 1998 Mississippi Legislature passed a bill which addressed the state's problem with critical teacher shortages. The Mississippi Teacher Fellowship Program (MTFP), which was developed in response to critical teacher shortages in certain school districts and in certain content areas, grew out of this legislation. The state-based initiative focuses on teacher recruitment and retention in the areas facing shortages. The MTFP uses financial incentives as a means to attract qualified teachers to geographical shortage areas. The incentives include grants and scholarships, loan forgiveness, sponsored employment, and service payback. The MTFP also emphasizes the importance of retaining teachers in these shortage districts by addressing three important issues: keeping contact with new teachers, establishing a network of mentors, and forming a

IDENTIFIERS- ERIC Digests; Risk Reduction; *Universal Precautions

Twenty-first century contagious diseases require more than basic health lessons to prevent transmission. This Digest examines ways to prevent disease transmission in school settings. Section 1 discusses key concepts in contagion education: all people are potentially contagious; germs that cause diseases are present on many parts of the body; hand washing is essential; correct use of biohazard labels and containers is essential; and needles and other sharp objects should be handled appropriately. Section 2 describes universal precautions: using personal protective gear when exposure to body fluids is possible; removing and disposing of personal protective gear correctly; washing hands and contaminated; body areas immediately with soap and water; seeking medical attention for significant exposure to another person's blood; cleaning surfaces and/or solid objects that may be contaminated; and using pickups for collecting sharp objects. Section 3 examines what this means for classrooms: students should not share items which could transmit disease; students should learn how to dispose of their own hazardous waste; students can learn to attend to their own first aid needs; students should learn how to dispose of sharp objects and other people's litter; and school personnel must model correct contagion protection behavior. (Contains 10 references.) (SM)

ED 437 369 SP 038 954

Ammon, Mary Sue; Chrispeels, Janet; Safran, Daniel; Sandy, Mary Vixie; Dear, Joseph; Reyes, Maria
Preparing Educators for Partnerships with Families. Report of the Advisory Task Force on Educator Preparation for Parent Involvement.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Educational Legislation; Elementary Secondary Education; *Family Involvement; Higher Education; *Parent Participation; *Parent Teacher Cooperation; Partnerships in Education; Preservice Teacher Education; Public Schools; State Legislation; State Standards; Student Teachers; Teacher Responsibility
IDENTIFIERS- California Commission on Teacher Credentialing

This report presents the consensus of the Assembly Bill 1264 Task Force. The task force conducted a statewide review of standards and requirements pertinent to the preparation of teachers and other educators to serve as active partners with parents and guardians in the education of California's public school students. The report includes: an introduction to the issue; a review of California initiatives instituted to encourage greater home-school collaboration; a rationale for linking family involvement to educator standards; a review of current educator standards and requirements regarding family involvement in national teacher education reform projects; a discussion of desired outcomes and features of educator partnership preparation; a framework of activities illustrating an expanded definition of family-school partnerships, and 10 recommendations for improving the ways in which educators are prepared to work productively with families; including a suggested standard for various credentialing areas and several steps to immediately assist and reward efforts to improve the readiness of educators for school-family collaboration. An of inquiry. The study examined how well the current decision-making process was working. Finally, administrators and staff members discussed how to improve the decision-making process. The school did not share a common definition of shared decision making. The way shared decision making was defined by all stakeholders impacted the perception of how well processes were working. Results showed that there is a need to understand the levels of decision making, as well as which decisions will be shared and which ones will not. In this case, the teachers did not want to spend time meeting if they felt that their input was not going to be used. (Contains 24 references.) (SM)

ED 437 390 SP 038 980

McCrary, Judy H.
Children's Heroes and Heroines: Developing Values Manifested through Artwork.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Expression; Child Development; *Freehand Drawing; Kindergarten; *Kindergarten Children; Moral Development; *Moral Values; Primary Education; Television; Violence
IDENTIFIERS- *Heroes; *Heroines

This study assessed the personal values of a group of 17 kindergarten-age children. Children participated in a classroom discussion of heroes and heroines, then drew a picture of their heroes or heroines. The researcher analyzed each child's artwork and determined the outstanding values represented by the hero or heroine. A parallel was drawn between the values of heroes and heroines and this group of children's developing values. The findings indicated that the children were learning concepts, values, and behaviors from television. Fourteen of the children drew pictures of characters who were involved in violent behavior such as fighting. Three of the children identified heroes or heroines as role models with positive images and no evidence of negative behavior such as fighting. The study suggests that children's artwork offers many insights into children's development of moral values. (Contains 18 references.) (SM)

ED 437 391 SP 038 981

Foster, Karen R.; Kersh, Mildred E.; Masztal, Nancy B.
An Analysis of Content Delivery Systems Using Speaking Voice, Speaking with Repetition Voice, Chanting Voice, and Singing Voice.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; Kindergarten; *Kindergarten Children; Knowledge Level; Multiple Intelligences; Preschool Teachers; Primary Education; Retention (Psychology); *Singing; Solar System; *Teaching Methods
IDENTIFIERS- *Chants; *Music Aptitude; Repetition Effects; Repetition (Language)

Director of the Home School Legal Defense Association, expressed concerns that expansion of the roles of the NAEP and NAGB would lead to increased nationalization of education standards and testing. Ambrosio E. Rodriguez , of the Mexican American Legal Defense and Educational Fund, also testified about the importance of high standards. Nine appendixes contain the written statements of these witnesses and remarks from two congressmen. (SLD)

ED 437 412 TM 030 564

Hanes, John C.; Hail, Michael
New Indicators for Program Evaluation.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Evaluation Association (14th, Orlando, FL, November 2-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Evaluation Methods; *Hypothesis Testing; Measurement Techniques; Program Effectiveness; *Program Evaluation; *Statistical Significance
IDENTIFIERS- *Educational Indicators

Many program evaluations involve some type of statistical testing to verify that the program has succeeded in accomplishing initially established goals. In many cases, this takes the form of null hypothesis significance testing (NHST) with t-tests, analysis of variance, or some form of the general linear model. This paper contends that, at least for program evaluation, the focus of NHST and its recommended alternatives misses the target of what evaluators really need to know about a program's success: (1) how meaningful to the client the changes attributable to the program are; (2) how many participants actually achieved these changes; and (3) how practical the program was. An approach is recommended that borrows from approaches used in the medical sciences to accumulate replicative evidence from repeated applications of the same program or from programs of a similar nature. This allows a defensible descriptive analysis of program effectiveness and efficiency. Taking a more descriptive approach means examining sustainable clinical improvement that results from the program. Using sustainable clinical improvement and the indicators of practical significance produces answers and makes statistical inference welcome, when warranted, but not necessary. (Contains 5 figures and 54 references.) (SLD)

ED 437 413 TM 030 565

Hawkes, Mark; Foertsch, Mary; Youngren, Barb
Educational Technology for Engaged Learning. District 59 Technology Program Evaluation. Summary.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Technology; Elementary Education; Junior High Schools; *Professional Development; Student Motivation; *Teacher Attitudes; Technological Advancement
IDENTIFIERS- *Student Engagement

Interpreting Assessment Reports. Grades 3-8 and 10 (Exit Level) and End-of-Course Examinations.
PUB DATE- 99
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; State Programs; Test Construction; *Test Interpretation; Test Results; Test Use; Testing Programs
IDENTIFIERS- *Exit Examinations; Texas; Texas Assessment of Academic Skills

This guide provides information about the Texas Assessment of Academic Skills (TAAS) and Texas end-of-course examinations. It displays and explains examples of the TAAS and end-of-course standard and optional reports to assist school personnel in understanding and interpreting student performance data as required by the Texas Education Code. The sections are: (1) "General Information"; (2) "Standard Reports"; and (3) "Optional Reports." An appendix discusses confidentiality and reporting of results and lists the instructional objectives for the TAAS and end-of-course tests. (SLD)

ED 437 437 TM 030 596

Common Core of Data (CCD): School Years 1993-94 through 1997-98. CD-ROM .
PUB DATE- 99
NOTE- 0p.; For the 1991-92 through 1995-96 CD-ROM, see ED 425 206.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- d target passages. (Contains 54 references.) (SLD)
DESCRIPTORS- Databases; Demography; Educational Finance; Educational Trends; *Elementary Schools; Elementary Secondary Education; Optical Data Disks; *School Districts; *Secondary Schools
IDENTIFIERS- *Common Core of Data Program; Data Files; Machine Readable Data

The Common Core of Data (CCD) is the primary database of the National Center on Education Statistics on elementary and secondary public education in the United States. CCD is a comprehensive, annual, national database of all elementary and secondary schools and school districts that contains data that are comparable across all states. The 50 states and the District of Columbia are included in the collection, as well as the outlying territories under U.S. jurisdiction. This CD-ROM contains 5 years of CCD data, beginning with school year 1993-1994 and going through 1997-1998 (school data for the last 4 years, and Agency and State data for all 5 years). This disc contains approximately 360,000 school records, more than 82,000 agency records, and 283 state records. Agency level finance data for fiscal years 1994 through 1996 have been merged with the appropriate agency nonfiscal records. Some of the agency fiscal and demographic data were obtained from the 1990 Decennial Census and F-33 survey conducted by the U.S. Bureau of the Census. State nonfiscal and fiscal data have been merged into a single file. State-level fiscal data are available through fiscal year 1997. Installation instructions and information for searching the files and using the "Handbook" are included. TYPE OF SURVEY: Census; National Survey.

A Welfare Reform--Homelessness--Foster Care Connection? The Story of "Lag Families" and "Limbo Children" in San Diego.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; *Foster Care; *Homeless People; Low Income Groups; *One Parent Family; *Parents; Poverty; Urban Schools; Urban Youth; Welfare Recipients
IDENTIFIERS- California (San Diego); Shelters; *Welfare Reform

An analysis of data from a survey of more than 100 parents residing in emergency shelter in San Diego, California, reveals a portrait of poverty that is prevalent among women and children in the United States today. Homeless families in San Diego, as in the rest of the country, are most often headed by women in their early thirties whose prospects for independence seem bleak. Only half have a high school diploma, and less than one-third have full-time jobs. Almost half of these families had already been homeless once before. The scarcity of shelter beds in San Diego forces families to sleep in motels, in shelter offices, and on lobby floors. Welfare rolls in San Diego have dropped roughly 18% since reforms were first implemented in January 1998, and family homelessness has soared. Three times as many families sought shelter this year as in the previous year. An alarming number of homeless parents are reporting that their children are being placed in foster care because of welfare reform. Evidence from San Diego suggests that welfare reforms are placing children's lives in "limbo." (Contains 2 tables and 18 endnotes.) (SLD)

ED 437 459 UD 033 248

Berv, Jason
Charter Schools and the Compromise of Equity: An Evaluation of Colorado's Charter School Legislation.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Charter Schools; Educational Change; *Educational Finance; Elementary Secondary Education; *Equal Education; School Choice; *State Legislation
IDENTIFIERS- *Colorado; Reform Efforts

The charter school legislation in Colorado and its implementation are reviewed and analyzed. As of September 1997, there were 50 charter schools in Colorado, enrolling more than 11,000 students. Evaluation of these schools shows some strengths and weaknesses of the charter school system as it is operating in Colorado. The state's Charter School Act is strong in its theoretical provisions for adequacy, accountability, and autonomy, but as implemented, the program's emphasis has been on accountability. Colorado consistently fails to attend to concerns of equity in the implementation of its charter school laws. Political self-interest in the charter schools debate has yielded legislative compromise at the expense of low-income neighborhoods. The financial hurdles in opening a charter school have the potential to act as insurmountable obstacles for charter-seeking groups from low-income communities. Funding solutions for start-up activities are necessary to begin to address equity issues in the Colorado charter schools. (Contains 12 references.) (SLD) stories with homosexual supporting characters; stories with homosexual background characters; and stories which mention homosexuality or use homosexual terms. The rest of the appendixes present: proportion of male to female homosexual characters; characters by sex of author; chronological list of titles; and number of titles published per year. (Contains 32 references.) (SM)

ED 437 483 UD 033 281

The Right Start: Conditions of Babies and Their Families in America's Largest Cities. KIDS COUNT Special Report.
PUB DATE- 99
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; At Risk Persons; Birth Weight; Child Welfare; Early Parenthood; Educational Attainment; Family Characteristics; Health Behavior; Infant Care; *Infants; Mothers; Parent Influence; *Poverty; Prenatal Care; Racial Differences; Smoking; Tables (Data); *Urban Areas
IDENTIFIERS- Parent Characteristics

This KIDS COUNT report presents statistics highlighting challenges faced by newborns and their parents in major urban areas. Data came from birth certificates. Overall, children living in central cities are far more likely to experience six risks associated with negative child outcomes, and when those six factors are used collectively to determine which children are high risk, 20 percent of children living in central cities are high risk, compared to only 8 percent of those living in suburbs and 14 percent of those living outside metropolitan areas. The report describes key indicators, including: percent of total births to women under age 20; percent of teen births to women who were already mothers; percent of total births to unmarried women; percent of total births to mothers with less than 12 years of education; percent of total births to mothers receiving late or no prenatal care; percent of total births to mothers who smoked during pregnancy; percent low-birthweight babies; percent preterm babies; percent healthy births; and percent of high risk births based on maternal characteristics. City profiles present key indicators, 1997; the number of births by maternal characteristics, 1997; the healthy birth index, 1997; and the risk index based on maternal characteristics, 1997. Two appendixes present cities ranked by indicator, 1997, and states ranked by indicator, 1997. The report also includes definitions and data sources and primary contacts for state KIDS COUNT projects. (SM)

ED 437 484 UD 033 282

Hahn, Andrew; Raley, Gordon
Youth Development: On the Path Towards Professionalization.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; *Adolescents; Careers; Higher Education; Inservice Education; *Professional Education; Professional Training; Standards; Youth Opportunities; *Youth Programs

issues could lead to creation of a new model of learning based on the biological concept of weaning: giving young children all the help they need when they are very young, and then reducing this progressively as they master more skills, so that as adolescence ends, the young person has already taken full responsibility for managing and directing his or her own learning. (EV)

ED 437 147   PS 025 670

Sugar-Kadar, Julia, Ed.
Socialization and the Child Rearing Practice. Proceedings from the Fenno-Hungarian Conference on Developmental Psychology (4th, Debrecen, Hungary, October 4-6, 1995).
SPONS. AGENCY- Lajos Kossuth Scientific University, Debrecen (Hungary).; Hungarian Academy of Sciences, Budapest. Institute for Psychology.; Hungarian Academy of Sciences, Budapest.
PUB DATE- 97
NOTE- 205p.; For individual papers, see ED 429 372-373.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Aggression; *Child Rearing; *Children; Cognitive Development; Coping; Creativity; Delinquency; *Developmental Psychology; Early Childhood Education; Emotional Development; Empathy; Fathers; Fear; Foreign Countries; Gifted; Infants; Language Acquisition; Music Education; One Parent Family; Premature Infants; Pretend Play; Self Concept; Sexual Identity; Sleep; Social Development; *Socialization; Teacher Attitudes; Young Children
IDENTIFIERS- Finland; Gender Constancy; Hungary; Sleep Disorders

The fourth meeting of the Fenno-Hungarian Conferences on Developmental Psychology had as its theme "Socialization and the Child-Rearing Practice. The conference consisted of three Symposia. The first symposium, "Results of the collaborations on the basis of the series of the Fenno-Hungarian conferences," contains the following papers; (1) "Development of gender constancy among four-year-old children in Finland and Estonia" (Soili Keskinen and Anu Leppiman); (2) "Gender identify and gender constancy in three-year-olds. A comparison of Hungarian and Finnish preschool Children" (Judit Gervai, Rita Nemeth, Soili Keskinen); (3) "Competition among Hungarian and Finnish mothers" (Pirkko Niemela); (4) "Mothers' competition through their children. A Finnish-Hungarian comparison" (Marta Fulop); (5) "Empathy and creativity" (Mirja Kalliopuska); (6) "The mother's empathy and the infant's development" (Julia Sugar Kadar); (7) "Language and thought. Comparative study on native speaker children of Hungarian versus Finnish language" (Marta Nag and Noemi Kiss); (8) "Causes of aggressive and violent behaviour in adolescence and young adulthood" (Vappu Viemero); and (9) "What are young delinquents really like? A pilot study on the self-concept" (Hedvig Katona-Salley). The second symposium, "The social-emotional and social-cognitive development in the Finnish researches," contains the following papers: (1) "Familial influences on children's social skills" (Pirjo Polkki); (2) "Life as a single father" (Anna Raija Nummenmaa); (3) "Fear in children's lives. Study of 5-6-year-old children's fears and coping strategies" (Tiina Kirmanen and Anja Riitta Lahikainen); (4) "Family and personality factors for sleeping difficulties in a northern Finnish cohort of first and second born children" (Leila Seitamo); and (5) "Beginnings of joint role play in the day care centre. An activity-theoretical viewpoint" (Maritta Hannikainen). The third

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Developmentally Appropriate Practices; *Early Childhood Education; *Hands On Science; Mathematics; Mathematics Activities; Mathematics Curriculum; *Mathematics Instruction; Science Activities; Science Curriculum; *Science Instruction; Science Process Skills; Science Programs; Sciences
IDENTIFIERS- *Great Explorations in Math and Science; National Science Education Standards

This handbook is designed to help readers understand the educational philosophy and practice of the PEACHES (Primary Explorations for Children and Educators in Science) and GEMS (Great Explorations in Math and Science) programs, and to assist in using GEMS/PEACHES teachers' guides in schools and child care centers. The handbook outlines techniques and strategies for use with young students and describes how the activities emphasize a developmental approach. On a larger level, the handbook is intended as a useful summary of current ideas in early childhood education that may help in evaluating curriculum materials and sparking new ideas. The goal is to help children build from what they already know in order to construct new knowledge and ideas. The handbook focuses on early childhood and is based on five of the eight K-4 content standards from the "National Science Education Standards." The handbook discusses how to put into effective practice the inquiry-based approach called for in these standards as well as the curriculum standards of the National Council of Teachers of Mathematics. The handbook's introductory materials are: (1) "What Is LHS (Lawrence Hall of Science)?"; (2) "What Is GEMS?"; (3) "What Is PEACHES?"; and (4) "Introduction." Chapters are: (1) "Science for Everyone"; (2) "Science and Math Explorations with Children"; (3) "The Role of Teachers and Parents"; (4) "Children's Play and Creativity"; (5) "Language Development"; (6) "Equity and Excellence in Early Childhood Education"; (7) "Mathematics in Early Childhood"; (8) "Timely Questions"; (9) "Active Assessment"; (10) "To Build a Bridge"; and (11) "A Look at the New Millennium." End materials include national science and mathematics standards charts, national science and mathematics standards criteria, and resources related to using questions as a teaching technique. (Contains 54 references). (EV)

ED 437 166 PS 027 901

Hanrahan, Marian, Ed.; Prinsen, Bert, Ed.
Let's Talk. Mothers Inform Mothers: A Dutch Community-Based Early-Childhood Care and Development Support Programme.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Family Programs; Foreign Countries; Mothers; *Parent Child Relationship; Parent Education; Parenting Skills; Preschool Children; Preschool Education; Program Descriptions
IDENTIFIERS- *Family Resource and Support Programs; *Netherlands

This booklet is about the Mothers Inform Mothers program (MIM), a network of local early childhood care and development support

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; Daughters; Discipline; Family Programs; *Fathers; One Parent Family; *Parent Child Relationship; *Parent Education; Parent Materials; *Parenting Skills; Sons
IDENTIFIERS- Family Support

The Illinois Fatherhood Initiative is a statewide non-profit organization whose mission is to connect children and fathers by promoting responsible fathering and helping equip men to become better fathers and father figures. This brochure was produced by the Illinois Fatherhood Initiative to help give fathers and communities the necessary tools to develop parenting skills. Sections of the brochure, which provide bulleted information, are: (1) "What Is Responsible Fatherhood?" (2) "Awareness of Your Child"; (3) "Ideas on Discipline"; (4) "Eight Steps for Better Listening"; (5) "Father to Son"; (6) "Father to Daughter"; (7) "Creative Activities To Do with Your Children"; (8) "Rights of Fatherhood"; (9) "Co-Parenting Tips for Non-Married Parents"; (10) "Father-Friendly Communities"; (11) "Ideas for Fatherhood Programs"; (12) "Fatherhood Programs"; (13) "Agency Resources"; and (14) "Recommended Readings on Fatherhood." (Contains 14 resources.) (EV)

ED 437 185 PS 028 159

Vast, Teresa
Financing Early Care and Education in the 21st Century. The Higher Education Model: Challenges and Achievements. A Fable.
PUB DATE- 99
NOTE- 10p.; Paper commissioned for "Making It Economically Viable: Financing Early Care and Education," a working meeting hosted by the David and Lucile Packard and Ewing Marion Kauffman Foundations (Santa Cruz, CA, March 3-5, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Day Care; Early Childhood Education; *Educational Finance; *Financial Support; Futures (of Society); Higher Education; Models
IDENTIFIERS- *Child Care Costs; Child Care Needs

In the futuristic scenario described in this paper, the early care and education system is financed much like today's higher education system. Programs determine their full operating costs and receive subsidies that help reduce the price to families. Families choose from among a diverse array of accredited programs. Financial aid is combined from a variety of sources to help families pay tuition prices of programs they choose, or alternatively, to stay home with an infant. Essential infrastructure services are also funded. As in higher education, programs achieve accreditation status with federally approved accrediting organizations. Operating subsidies are available to help programs meet and maintain accreditation standards, compensate staff appropriately, and support general operations. Sources of revenue include public funds, endowment fund earnings, auxiliary sales and services, and private sector contributions. The balance of operating expenses is sought through a full tuition price collected from families and their sources of financial aid. Need-based financial aid is available through a standard application process. A community financial aid agency packages funds of different types from a variety of

Schools.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 142p.; A separately-published "Appendix" (88 pages) and "Executive Summary" (4 pages) are appended.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Quality; Elementary Secondary Education; Program Effectiveness; School Community Relationship; *State Programs; *State Standards; Student Evaluation; Teacher Qualifications
IDENTIFIERS- *Kentucky Education Reform Act 1990

In response to well-documented concerns over America's educational crisis, Kentucky initiated the nation's most sweeping set of educational reforms with the 1990 passage of the Kentucky Education Reform Act. This report examines the accomplishments of these reform efforts since 1990 and makes recommendations for future action. Following an introduction and executive summary, the report focuses on developing learning goals and presenting information on student progress, improving the quality of teaching, and engaging community support for public education. The report indicates that in the early grades, Kentucky students rank nationally among the top states in improvement, with test scores comparable to states that historically have been higher. However, minority students have not gained as much as white students, and students from Jefferson County and eastern and south central areas have not gained as much as those in other areas of the state. Boys have not improved as much as girls. Middle school results have been discouraging, with too little progress, despite above-average NAEP reading scores and increases in NAEP math scores. The report argues that more and faster progress is needed and will require more effective content instruction for all children. The report's recommendations to enhance the rate of improvement focus on improving reading instruction in the early grades and improving the quality of training available to current and future teachers. The report's appendix includes student assessment results for elementary, middle school, and high school students. (KB)

ED 437 204 PS 028 196

Illinois Kids Count 1999-2000: Communities Helping Families.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 257p.; For 1998-1999 report, see ED 426 781.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Child Abuse; Child Health; Child Neglect; Child Support; Child Welfare; *Children; *Counties; Day Care; Demography; Dropouts; Foster Care; Health Insurance; Incidence; Infant Mortality; Mortality Rate; *Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Student Mobility; Tables (Data); Trend Analysis; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- Child Support Enforcement; *Illinois; *Indicators; Project Head Start

This Kids Count report examines statewide trends in the well-being of Illinois' children, focusing on the impact of communities on children. The statistical portrait is based on 14 indicators of well-being: (1) uninsured children; (2) infant

ED 437 223 PS 028 231

Gopnik, Alison; Meltzoff, Andrew N.; Kuhl, Patricia K.
The Scientist in the Crib: Minds, Brains, and How Children Learn.
PUB DATE- 99
NOTE- 279p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Brain; Child Development; Child Rearing; *Cognitive Development; Cognitive Processes; Concept Formation; *Infants; *Language Acquisition; *Learning Processes; Preschool Education
IDENTIFIERS- *Brain Development; Piaget (Jean); Vygotsky (Lev S)

Arguing that evolution designed us to both teach and learn, this book explains how, and how much, babies and young children know and learn, and how much parents naturally teach them. The chapters are: (1) "Ancient Questions and a Young Science," including the concept of brain as computer, and the developmental science of Piaget and Vygotsky; (2) "What Children Learn about People," including peace and conflict studies, and education and memory; (3) "What Children Learn about Things," including the importance of movement and grownups as teachers; (4) "What Children Learn about Language," including making meanings, and dyslexia and dysphasia; (5) "What Scientists Have Learned about Children's Minds," including the developmental view, and nurture as nature; (6) "What Scientists Have Learned about Children's Brains," including how brains get built, and the social brain; and (7) "Trailing Clouds of Glory," which explores how people learn about themselves by studying how children develop and learn. (Contains 568 references.) (HTH)

ED 437 224 PS 028 232

Brown, Brett V.; Kinkukawa, Akemi; Michelsen, Erik; Moore, Amber; Moore, Kristin Anderson; Sugland, Barbara W.
A Century of Children's Health and Well-Being. Child Trends Research Brief.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Child Health; *Children; Chronic Illness; Contraception; Drinking; Drug Use; Educational Attainment; Family Income; Family Size; Health Needs; Infant Mortality; Mortality Rate; Nuclear Family; Obesity; Physical Health; Poverty; *Racial Differences; Research Needs; Sexuality; *Trend Analysis; Unemployment; Venereal Diseases

Although the last 100 years have seen dramatic improvements in the health of U.S. children, there remain racial and ethnic disparities. This research brief presents data illustrating improvements in children's health and the need for further progress. The brief also examines new morbidities among American youth, such as obesity, early sexual activity, and alcohol and drug use. Trends are described and presented graphically for the following, showing racial/ethnic differences: (1) life expectancy at birth; (2) infant mortality; (3) child death rates; (4) youth death rates; (5)

practices, and community values. Welcomed and respected by their communities, the teachers and staff found a viable alternative to marriage and motherhood. Unquestionably, the settlement workers brought improvements to the region, but their Victorian ideology prevented them from challenging the patriarchal power structure; confronting the realities of exploitative, outside economic forces; or empowering the people, especially women, to deal with the challenges of the future. (Contains 42 references.) (SV)

ED 437 242 RC 022 193

Paxson, Christina; Schady, Norbert R.
Do School Facilities Matter? The Case of the Peruvian Social Fund (FONCODES). Policy Research Working Papers No. 2229.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Attendance; Educational Attainment; *Educational Facilities Improvement; Elementary Education; Enrollment; *Expenditures; Foreign Countries; Nongovernmental Organizations; Poverty Areas; *Poverty Programs; Program Effectiveness; Program Evaluation
IDENTIFIERS- Home School Proximity; *Peru

Since its creation in 1991, the Peruvian Social Fund (FONCODES) has spent about $570 million funding micro-projects throughout the country. Many of these projects have involved the construction and renovation of school facilities, mainly primary schools in rural areas. FONCODES projects are driven by community demand and targeted using an index of "unmet basic needs." This paper analyzes the targeting and impact of FONCODES investments in the education sector between 1992 and 1998 focusing on the extent to which FONCODES has been successful in transferring resources to poor areas and households, and the impact of investments in school facilities on various educational measures. Data from FONCODES documents, the Peruvian census, and three national surveys were analyzed using a number of descriptive and econometric techniques. Findings show that FONCODES has reached poor districts and, to the extent that they live in these districts, poor households; and that households in districts receiving greater FONCODES education expenditures had bigger gains in school attendance for young children. There was no evidence that FONCODES affected the probability of students being at the right grade level, and only weak evidence that it decreased the average time it takes children to get to school. Lack of disaggregated data precluded analysis of impact on academic achievement and other measures of school quality. (Contains 44 references and 18 figures and data tables.) (SV)

ED 437 243 RC 022 194

Ravallion, Martin; Wodon, Quentin
Does Child Labor Displace Schooling? Evidence on Behavioral Responses to an Enrollment Subsidy. Policy Research Working Papers No. 2116.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance; *Child Labor; Elementary Education;

Salant, Priscilla; Waller, Anita
What Difference Do Local Schools Make? A Literature Review and Bibliography.
PUB DATE- 98
NOTE- 48p.; Prepared for the Annenberg Rural Challenge Policy Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Community Development; *Community Schools; Consolidated Schools; Economic Impact; *Educational Research; Elementary Secondary Education; Integrated Services; Research Needs; Rural Areas; *Rural Schools; *School Closing; *School Community Relationship
IDENTIFIERS- *Social Impact

This paper reviews the literature on the noneducational impacts of rural schools on their communities and provides an annotated bibliography of sources. Taken as a whole, the literature suggests that the school-community relationship is multifaceted. Community schools have positive economic impacts related to local employment, retail sales, and infrastructure; have positive social impacts related to social integration and collective community identity; function as an arena for local politics; provide a resource for community development through student projects and school-to-work programs; and offer a delivery point for health and social services, improving access to health care and other services. Further research is needed in the following areas: K-12 educational uses of advanced communication technologies, which may remedy problems of geographic isolation; the economic impact of consolidation on school districts; outcome evaluation of school-community partnerships; and outcome-based analysis of rural school-based health centers. The annotated bibliography has two sections containing 43 research papers and 68 advocacy and position papers. Entries were published 1938-98 (primarily in the 1980s and 1990s) and include journal articles, federal documents, conference papers, monographs, books, book chapters, research bulletins, and master's theses. (SV)

ED 437 261 RC 022 223

Ambrosie, Frank; Smith, David; Joseph, Michael, Jr.
Indicators of School District Conditions and Performance: What Rural Residents Want To Know about Their Schools. Rural Schools Program, 1998-1999.
SPONS. AGENCY- New York State Rural Education Advisory Committee.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; *Accountability; Educational Attitudes; Elementary Secondary Education; Evaluation Criteria; Information Needs; Organizational Communication; *Public Opinion; *Rural Schools; *School Attitudes; School Community Relationship; School Districts; Surveys; Tables (Data)
IDENTIFIERS- *New York

A survey of rural New York residents examined community opinions about various traditional and nontraditional school performance criteria that could be used in a local "school report card." Completed surveys were received from 1,821 residents of 29 of

Razionale, Janet
Letters to Parents in Math: 40 Ready-To-Use Letters in English and Spanish. Grades 4-6.
PUB DATE- 98
NOTE- 128p.; Produced with the assistance of Lisa Kircher.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Geometry; Intermediate Grades; *Mathematics Activities; *Mathematics Instruction; Measurement; Number Concepts; *Parent Participation; Parents as Teachers; Statistics

This book provides dozens of carefully prepared letters for parents in English and Spanish that teachers can send home weekly. Each of the 40 letters focuses on direct and easy-to-implement mathematics activities that can be incorporated regularly into a family's daily routine without turning the home into a school away from school. The letters focus on whole numbers, decimals, fractions and mixed numbers, geometry, measurement, ratios and percents, statistics, probability, and special energizers. (ASK)

ED 437 286 SE 063 077

Britt, Peggy, Ed.; Riggs, Nancy, Ed.
Exploring Science Writing: An Environmental Focus.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, MD. National Sea Grant Program.; Environmental Protection Agency, Washington, DC.
PUB DATE- 98
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Environmental Education; Fisheries; High Schools; Pollution; Rhetoric; *Science and Society; Science Education; Tourism; Wildlife Management; *Writing Across the Curriculum; Writing (Composition); *Writing Instruction
IDENTIFIERS- Sea Grant Program

The purpose of this book is to introduce students to writing for the lay public about a few of the many public issues that affect the ecosystems in which we live. This document responds to growing national concerns about student cognitive development and a growing interest in writing across the curriculum. Part I, Chapter 1 is a self-contained section in which students are introduced to science writing and the importance of accuracy. In Chapter 1, students also learn the difference between basic science and applied science, and three types of science writing are explained. Part II features Chapters 2-5 that introduce specific environmental topics followed by readings that illustrate some of the various formats in which science writing is produced. An Appendix contains an extensive list of contacts for more information. (WRM)

ED 437 287 SE 063 078

Thorson, Annette, Ed.
The Reality of Change.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

indexes to locate a subject or name, working with micropublications, preparing graphs, retrieving information from databases, working with primary sources, and creating maps. Students are required to demonstrate the application of these skills for an immediate evaluation and to see how the cumulative effect of the skill applications leads to a complete product. (BT)

ED 437 308		SO 031 147

Chicola, Nancy A.; English, Eleanor B.
Discovering World Geography with Books Kids Love.
PUB DATE- 99
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Literature; Elementary Education; Foreign Countries; *Geographic Regions; *Geography Instruction; *Social Studies; *Thematic Approach; *World Geography
IDENTIFIERS- Integrative Processes; National Geography Standards; Trade Books

This book integrates geography elements, national academic standards, and the five geography themes with activities that provide a foundation for geographic learning. Organized around geographic realms (with background information and maps for each realm), the book is suitable for use with grades K-6, with indications for K-2, 2-4, and 4-6, plus independent, partner, or group activities. Each chapter includes geographical-literary connections, utilizing both fiction and nonfiction titles. Chapters in the book are: (1) "European Realm"; (2) "Russian Realm"; (3) "North American Realm"; (4) "Middle American Realm"; (5) "South American Realm"; (6) "North African/Southwest Asian Realm"; (7) "SubSaharan African Realm"; (8) "South Asian Realm"; (9) "East Asian Realm"; (10) "Southeast Asian Realm"; (11) "Australian Realm"; and (12) "Pacific Realm." Contains a glossary, a bibliography for each realm, and an appendix on the National Geography Standards. (BT)

ED 437 309		SO 031 156

Pikora, Theodore S., Ed.; Young, Stephen S., Ed.
Boston and New England: Advancing the Revolution in Geographic Education in a Region of Change. Pathways in Geography Series, Title No. 21.
PUB DATE- 99
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Geography; *Geography Instruction; Heritage Education; Higher Education; Learning Activities; Secondary Education; Social Studies; *Topography
IDENTIFIERS- Historical Background; *Massachusetts (Boston); Massachusetts (Lowell); Massachusetts (Salem); National Geography Standards; *New England; State Characteristics

This collection of essays offers ideas, observations, maps,

NOTE- 31p.; Paper presented at the Annual Meeting of the Canadian Society for Studies in Education (Sherbrooke, Quebec, Canada, June 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Conflict Resolution; Educational Practices; Educational Research; Elementary Education; *Peer Mediation; School Culture; *Service Learning; *Social Studies; Student Empowerment; Urban Schools
IDENTIFIERS- *Cleveland Public Schools OH

What does it mean to teach children to be "good citizens," for example, in conflict resolution and service learning activities? This study addressed that question by examining contrasting conceptions of "good citizenship" that were enacted in several peer conflict mediation programs implemented in urban elementary schools. In 1995, the Winning against Violent Environments mediation training program was expanded into the Cleveland Public Schools Center for Conflict Resolution. In school-based peer mediation, the mediator is supposed to neither judge nor investigate facts nor counsel nor offer suggestions regarding the conflict itself. Mediators are responsible for process only for assisting peers to communicate with one another and to negotiate a solution to their problem themselves. A small group of students per school are trained to provide mediation service; these student mediators typically meet and work together as a team to deepen their skills and to promote the use of nonviolent conflict resolution in their school communities. The overall research question was "What processes of conflict resolution learning are being facilitated at each school, and what are the observable effects of these processes among peer mediators and within each whole school community?" A range of qualitative and quantitative information was collected between 1997-1999 in the 10 schools whose programs had developed the furthest. All the peer mediation programs examined embodied notions of democratic service learning principles and notions of citizenship, but only a few embodied "democratic" citizenship, by including critical reflection, decision making, and autonomous action by the young people themselves. Challenges which emerge in developing these programs are: fairness; capacity of mediation programs to serve the school's whole client population; capacity of a program to grow and develop in the context of a school timetable; and helping diverse students to learn the basics of democratic citizenship in an imperfectly democratic system. (Contains 62 references.) (BT)

ED 437 329   SO 031 308

Alaklobi, Fahad
Promoting Cultural Understanding: The Case of the Saudi Arabian Social Studies Curriculum.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (San Francisco, CA, March 6-8, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Analysis; *Cultural Awareness; *Curriculum Evaluation; Curriculum Research; Elementary Secondary Education; Foreign Countries; Global Approach; Social Studies;

cohort or peer support group for teachers with an emphasis on technology for maintaining contact among teachers. Each year, a cohort of 75 participants are recruited nationally to the MTFP. Participants receive a full-time teacher salary and benefits package. In exchange for a 3-year commitment to teach in a critical shortage area, selected participants receive a host of benefits. (SM)

ED 437 349 SP 038 929

Mertler, Craig A.
Teachers' (Mis)Conceptions of Classroom Test Validity and Reliability.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Student Evaluation; Teacher Attitudes; Teachers; *Test Reliability; *Test Validity; Testing
IDENTIFIERS- Ohio

This study examined processes and techniques teachers used to ensure that their assessments were valid and reliable, noting the extent to which they engaged in these processes. A sample of 625 elementary and secondary teachers received mailed copies of the Ohio Teacher Assessment Practices Survey, which asked about steps that they followed and the extent to which they went to ensure that their assessments were valid and reliable. Results indicated that teachers did not spend much time conducting statistical analyses of their assessment data. Steps teachers used to ensure validity fell into six categories: using teacher-developed tests, comparing to objectives or curriculum, analyzing test data, not determining validity, asking for student feedback, and miscellaneous. Over half of the respondents used teacher-made tests. Most ensured assessment validity by following conventional rules of sound test development. Many believed that developing their own assessments would ensure validity. About 30 percent said that they followed specific steps to ensure reliability half of the time or less. Strategies to ensure reliability fell into six categories: using teacher-developed tests, comparing to objectives or curriculum, analyzing test data, using same process as validity, asking for student feedback, and miscellaneous. Many teachers believed that ensuring assessment validity and reliability were very similar processes. Teachers had a better grasp of the concept of reliability than of validity. (SM)

ED 437 350 SP 038 932

Godber, Yvonne; Esler, Amy
Beyond Academics: Home-School Collaboration To Promote Health & Learning.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

appendix presents the recommended standard of program quality and effectiveness for educator preparation in home-school partnerships. (Contains 40 references.) (SM)

ED 437 370   SP 038 955

Corder, Gregory W.
Behavioral Contracts in the Martial Arts Classroom.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Discipline; Elementary Secondary Education; Emotional Problems; *Performance Contracts; *Student Attitudes; *Student Behavior; Students; Teacher Expectations of Students
IDENTIFIERS- *Martial Arts

This paper discusses the use of behavior contracts for students with behavior problems in martial arts classrooms. Highlighted is the experience of one marital arts teacher with a preteen student who constantly disrupts the class. The behavior contract let the student continue participating while outlining specific expectations for him, his mother, and the instructor. Breaching the contract could result in penalties such as losing rank, suspension, or expulsion. When honored, the contract would let him be promoted to the next belt and earn the respect of his instructors, parent, and classmates. The teacher presented the contract to the student and his mother; the student read it aloud; then all three signed it. The mother agreed to post it on their refrigerator to help him remember the agreement. After signing the contract, the student's positive attitude and behavior increased significantly in class, at home, and in school. He made progress toward higher level belts, and he became a responsible member of the class. Behavior contracts can be effective both inside and outside of academic classrooms because they offer structured guidelines for the student and expected behaviors and consequences for undesired actions. A copy of the behavior contract is appended. (SM)

ED 437 371   SP 038 957

Setting the Record Straight. The Truth About Fad Diets.
PUB DATE- 99
NOTE- 13p.; Wall poster not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Comprehensive School Health Education; *Dietetics; *Eating Habits; Elementary Secondary Education; Higher Education; *Nutrition Instruction
IDENTIFIERS- *Fads

The Setting the Record Straight information packet presents facts to set the record straight about nutrition and debunk fad diets. The kit features materials designed to communicate the importance of balanced eating. Materials include: a time line of fad diets; four reproducible fad diet book review handouts that show the misleading claims rampant in the fad diet industry and discuss the facts behind the myths; a chart of fad

This study investigated the way kindergarten classroom teachers delivered information to students to see if it affected the amount of information students could remember about the solar system. The study also examined whether this difference would be related to the degree of musical aptitude possessed by each student. The students were pretested on solar system facts; then the intervention began. The teacher in each of 16 kindergarten classrooms presented information in either a speaking voice, a speaking voice with repetition, a chanting voice, or a singing voice to four groups of students. After the 20-day intervention, students completed the knowledge test again. Students also completed the Primary Measures of Music Audition to determine their degree of musical aptitude. Data analysis indicated that the speaking with repetition group scored lower than the chanting and singing groups but significantly higher than the speaking alone group. The singing and chanting groups had similar scores. There was no correlation between students' musical aptitude and their gain score. (Contains 11 references.) (SM)

ED 437 392 SP 038 983

Teachers' Feelings of Preparedness. Indicator of the Month.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Classroom Techniques; Disabilities; Discipline; Diversity (Student); Educational Technology; Elementary Secondary Education; *Faculty Development; Limited English Speaking; Public Schools; Self Evaluation (Individuals); Special Education; State Standards; Student Evaluation; *Teacher Attitudes; Teacher Competencies; *Teacher Qualifications; Teachers; Teaching Methods

Teachers' self-assessments provide one indication of the extent to which preservice and on-the-job learning prepare teachers to meet the new demands of education. In 1998, 71 percent of public school teachers felt that they were very well prepared to maintain order and discipline in their classrooms. Fewer teachers felt that they were very well prepared to meet certain instructional requirements, including implementing new teaching methods, implementing state or district curriculum and performance standards, and using student performance assessment techniques. Teachers were least likely to report feeling very well prepared to integrate educational technology into their teaching methods or to address the needs of students with disabilities or of students with limited English proficiency or from diverse cultural backgrounds. Teachers who spent more than 8 hours in professional development in the content area of a specific activity in the previous 12 months were generally more likely than other teachers to feel very well prepared in that area. The exception was the area in which teachers felt most prepared: maintaining order and discipline in the classroom. (SM)

ED 437 393 SP 038 984

Gaudelli, Bill
Teacher as Self: Understanding Pedagogy in Global Education.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the College and University Faculty Association National Council for the Social Studies (Orlando, FL, November 19, 1999).

In the 1998-99 school year, the Arlington Heights School District 59 (Illinois) joined with the North Central Regional Educational Laboratory to evaluate the district's technology program, focusing on the impact of technology on engaged learning. The evaluation took place at a cluster of one junior high school and two of its feeder elementary schools. Findings suggest that teachers usually focused on one technology tool at a time when the structure is already in place for using multiple applications to engage students. The evaluation showed that teachers really did not know how best to use technology for instruction, even though the tasks they used were generally authentic and challenging to a degree. Evidence supported the idea that technology use supports student engagement, but that continued professional development is needed to enable teachers to use technology to enhance student learning. (SLD)

ED 437 414 TM 030 566

Lynch, Christine Olenik; Davis, Stephanie Rice
Comprehensive Outcomes Planning: Strategies for a Non-Profit Child Abuse Prevention Agency.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the American Evaluation Association (14th, Orlando, FL, November 2-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Evaluation Methods; Intervention; Outcomes of Treatment; *Prevention; Program Development; Program Evaluation; *Social Services

This paper discusses the development of evaluation strategies for a nonprofit child abuse prevention agency in Maryland. The Family Tree, an organization associated with National Parents Anonymous and the National Exchange Club Foundation for the Prevention of Child Abuse, serves more than 15,000 people per year through community training, parenting education, and home visitation programs. With the participation of its staff, the Family Tree identified an overall agency outcome plan. In addition, each of the agency's four core programs created linking outcome logic models. A participatory approach was used throughout the process with facilitation from an outside consultant. The results are a new way of performing program functions and a fresh perspective on program planning. (Contains 5 figures and 15 references.) (SLD)

ED 437 415 TM 030 567

Jacobson, Mark D.
I Feel Like I'm the Dumbest in the Class: Effort, Persistence, and Achievement Motivation in the Classroom.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Beliefs; Educational Objectives; *Elementary School Students; *Intelligence; *Learning; Primary Education; *Student Attitudes; Student Motivation

C. Dweck (1983) suggested that children hold one of two types of

POPULATION: Schools (360,000); Agencies; States. FREQUENCY: Annual. YEAR OF EARLIEST DATA: 1993. YEAR OF LATEST DATA: 1998. (SLD)

ED 437 438 TM 030 597

Baccalaureate and Beyond Longitudinal Study: Second Follow-Up. B&B: 93/97. Public Use Data Analysis System (DAS). CD-ROM .
PUB DATE- 99
NOTE- 0p.; For the first followup study CD-ROM, see ED 401 331. For the paper copy of the methodology report (included on this CD), see ED 431 823.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- d target passages. (Contains 54 references.) (SLD)
DESCRIPTORS- Access to Education; *Bachelors Degrees; Cohort Analysis; *College Graduates; Data Analysis; Data Collection; Enrollment; Followup Studies; Higher Education; Interviews; Longitudinal Studies; Optical Data Disks; *Outcomes of Education; *Professional Education; *Student Characteristics
IDENTIFIERS- *Baccalaureate and Beyond Longitudinal Study (NCES); National Postsecondary Student Aid Study

This CD-ROM contains data from the Baccalaureate and Beyond Longitudinal Study Second Follow-up Study (B&B:93/97) in the form of a data analysis system that includes most of the variables of interest to analysts. The B&B:93/97 study tracks the experiences of a cohort of recent college graduates, those who received a baccalaureate degree during the 1992-93 school year and who were first interviewed as part of the National Postsecondary Student Aid Study. The experiences of this cohort will be followed for about 12 years. The disk contains installation instructions and a methodology report in a subdirectory. TYPE OF SURVEY: Longitudinal; Follow-up Survey; National Survey. POPULATION: College Graduates. SAMPLE: Graduates interviewed in the National Postsecondary Student Aid Study. RESPONDENTS: College Graduates. FREQUENCY: Periodic. YEAR OF EARLIEST DATA: 1993. YEAR OF LATEST DATA: 1997. (SLD)

ED 437 439 TM 030 608

Peer Reviewer Guidance for Evaluating Evidence of Final Assessments under Title I of the Elementary and Secondary Education Act.
PUB DATE- 99
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Accountability; *Compensatory Education; Educational Assessment; Elementary Secondary Education; *Equal Education; *Evaluation Methods; *Peer Evaluation; *State Programs
IDENTIFIERS- *Elementary Secondary Education Act Title I

The reauthorization of the Elementary and Secondary Education Act in 1994 includes explicit requirements to ensure that students served by its Title I are given the same opportunity to achieve high standards and are held to the same high expectations as all students in each state. By the spring of 2000, states should be prepared to submit evidence that final assessment systems are in place. To determine whether states have met Title I requirements, the U.S. Department of Education will use a peer review process involving experts in the fields of

ED 437 460   UD 033 249

Dilg, Mary
Race and Culture in the Classroom: Teaching and Learning through Multicultural Education. Multicultural Education Series.
PUB DATE- 99
NOTE- 120p.; "Foreword by James A. Banks."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Diversity (Student); *High School Students; High Schools; *Multicultural Education; Racial Differences; *Teaching Methods; Urban Schools

This book analyzes what happens when one teacher attempts to work with issues of race and culture in a classroom of diverse students in an urban high school. The chapters are: (1) "The Other Day at School: Cross-cultural Challenges in a High School Community"; (2) "The Opening of the American Mind: Challenges in the Cross-Cultural Teaching of Literature"; (3) "Reading the Text of the Talking: A Novel Approach To Understanding the Impact of Cultural Divisiveness on Adolescents"; (4) "What We Learned in School Today: Teaching Issues of Race and Culture"; (5) "Idealization, Disillusionment, and Reparation in Teaching about Race and Culture"; and (6) "Why I Am a Multiculturalist: The Power of Stories Told and Untold." (Contains 143 references.) (SLD)

ED 437 461   UD 033 250

Gordon, Edmund W.
Education & Justice: A View from the Back of the Bus.
PUB DATE- 99
NOTE- 205p.; "Foreword by Linda Darling-Hammond."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Differences; *Democracy; Diversity (Student); Educational Practices; Educational Theories; Elementary Secondary Education; *Equal Education; *Multicultural Education
IDENTIFIERS- *Social Justice

This collection of essays reflects a lifetime commitment to education and democracy, bringing together views on race, justice, and equity for all students. The essays are: (1) "Educating the Poor in the United States"; (2) "Human Social Divisions and Human Intelligence: Putting Them in Their Place"; (3) "Cultural Dissonance as a Risk Factor in the Development of Students" (with Constance Yowell); (4) "Common Destinies--Continuing Dilemmas" (with Aundra Saa Meroe); (5) "Equity and Social Justice in Educational Achievement" (with Carol Bonilla-Bowman); (6) "Characteristics of Learning Persons and the Adaptation of Learning Environments" (with Lizanne DeStefano and Stephanie Shipman); (7) "Perspectives on Counseling and Other Approaches to Guided Behavior Change"; (8) "Toward an Equitable System of Educational Assessment"; (9) "Culture and the Sciences of Pedagogy"; (10) "Human Diversity, Cultural Hegemony, and the Integrity of the Academic Canons" (with Maitrayee Bhattacharyya); and (11) "Coping with Communicentric Bias in Knowledge Production in the Social Sciences" (with Fayneese Miller and David Rollock). (Contains 178 references.) (SLD)

IDENTIFIERS- *Professionalization; *Youth Development Centers

This report examines the transition of youth development in the United States from a social movement to an emerging profession, charting achievements the field has made in developing core competencies and skill standards, training and education programs, career ladders, evaluations, and public awareness. Section 1 describes youth development as multi-dimensional, embracing: a process of human growth and development; a philosophical orientation to social development and community; and a programmatic framework for youth services. Section 2 discusses youth development as a professional field, explaining how to use the normative model to measure youth development as a profession. Section 3 examines the progress of youth development along the path of professionalization. Section 4 focuses on promising advances toward the professionalization of youth development work, looking at the need to address heterogeneity in the field; establish core competencies and skill standards; advance inservice training needs; promote preservice education programs; increase career awareness; and promote professional identification with the field. (Contains 24 references.) (SM)

ED 437 485 UD 033 285

Improving Intergroup Relations among Youth: Summary of a Research Workshop.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 00
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Children; Curriculum Development; Diversity (Student); *Educational Research; Elementary Secondary Education; *Intergroup Relations; Program Descriptions; Racial Identification; Research Utilization; *Urban Youth; Workshops

This report summarizes the discussions at a workshop convened by the Forum on Adolescence of the Board on Children, Youth, and Families. The goal of the workshop was to provide an opportunity to learn about the work and preliminary findings of 16 projects and to review the knowledge base on the effectiveness of interventions designed to promote peaceful, respectful relations among youth of different ethnic groups. The report summarizes presentations at the workshop, reflecting the views and statements of those attending. Topics are grouped into these chapters: (1) "Improving Intergroup Relations among Youth"; (2) "This Rich and Growing Diversity"; (3) "The Meaning of Positive Intergroup Relations"; (4) "Youth and Identity Formation"; (5) "Schools and Their Influence"; (6) "The Power of Teachers"; (7) "Curricula as Tools"; (8) "School-Based Extracurricular Activities"; (9) "Peer Influence"; (10) "At Home: Parents and Their Influence"; (11) "In the Community"; (12) "The Role of Media and Technology"; and (13) "Toward a New Research Agenda: The Challenges." Two appendixes contain project descriptions and the workshop agenda. (Contains 25 references.) (SLD)

ED 437 486 UD 033 287

Phillips, Vicki
Empowering Discipline: An Approach That Works with At-Risk Students.

symposium, "Hungarian research and practice in relation to prematurated and gifted children," contains the following papers: (1) "Prematurely born children at school" (Magda Kalmar and Magdolna Estefan Varga); (2) "Quantitative and qualitative aspects of language development in low birthweight children" (Ersebet Csiky); (3) "Learning techniques and self-knowledge with talented school children" (Laszlo Balogh, Imre David, Kalman Nagy, and Laszlo Toth); (4) "Nonspecific effects of musical education in childhood" (Judit Pasku, Ilona Kerekes, and Ference Fekete); (5) "Teachers' opinion about the nature of giftedness" (Imre David and Laszlo Balogh); (6) "Explicit and hidden problems of the parents. One year at the Counseling Center for Gifted in Budapest" (Maria Herskovits); "Gifted children's early years by parental interviews" (Eva Gyarmathy); and (7) "To be equalized or balanced? Difficulties in developing of gifted children" (Zsuzsa Gero). (AA)

ED 437 148 PS 026 035

Wazir, Rekha; van Oudenhoven, Nico; Ageros, Bengt, Ed.
Partnership: A Development Strategy for Children. Learning from Redd Barna's Experience in Asia. Asian Dialogue No. 5.
PUB DATE- 97
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; *Community Development; Cultural Influences; Developed Nations; Developing Nations; Donors; Economic Development; Foreign Countries; *Human Capital; Nongovernmental Organizations; Partnerships in Education
IDENTIFIERS- Cambodia; Nepal; Sri Lanka; Thailand

This report explores the partnerships between local development organizations and Redd Barna (RB), a Norwegian development organization engaged in child-centered development work in Cambodia, Nepal, Sri Lanka, and Thailand. Chapter 1 of the report introduces the concept of partnership as viewed from donor and recipient perspectives, describes the methodology, and discusses the Asian backdrop. Chapter 2, "Exploring Partnership," explores dimensions of partnerships in general, including their formality, participants' power, symbolic nature, and duration; and considers partnerships in sports, business, patron/client relationships, social contracts, and development. Chapter 3, "Development Partnerships," focuses on RB-Asian development partnerships, including the parties involved, the importance of mutual benefits, and features of effective partnerships related to orientation, resource profiles, partnership interface, and the interaction of these three components to form the partnership model. Shifts from donor/client to partnership relationships are discussed. Chapter 4, "Making Development Partnerships Work," deals with practical implications of partnership building, including commitment to partnership, shared vision, institutional and human resource capacity, the issue of equality, and partnership maintenance. Program development is discussed, with a focus on program features, dissemination and replication of pilot programs, sustainability, networking opportunities, and partner selection. Chapter 5, "Building Partnerships for Children in Asia," deals with the debate on whether children should be direct beneficiaries of development projects, considers ways to measure impact on children, and points out the importance of strengthening child advocacy. Chapter 6, "The Cultural Context of Partnership," considers cultural differences and how they programs in five provinces in The Netherlands. These programs are carried out in eight different towns (two large, four medium, and two small) in deprived areas. A short overview of the theoretical basis for the program is given, including health promotion, social support, nursing, and community organization. Planning, execution, and process evaluation activities are also discussed. The purpose of the booklet is to give information about MIM to an international audience. The booklet is aimed at professionals such as nurses, medical practitioners, developmental psychologists, pedagogues, social workers, health educators, researchers, and others. (Contains 10 references.) (EV)

ED 437 167 PS 027 958

Beck, Joan
How To Raise a Brighter Child: The Case for Early Learning. Revised.
PUB DATE- 99
NOTE- 352p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Ability; Academic Achievement; Brain; *Child Development; *Child Rearing; Cognitive Ability; Computers; *Early Experience; Exceptional Child Research; Gifted; *Intellectual Development; *Intelligence; Montessori Method; Preschool Children; Preschool Education; Talent
IDENTIFIERS- Brain Development; Early Childhood Development Programs

This book for parents reports new research on the growth of children's intelligence during the first 6 years of life and translates this research from scientific journals, professional symposiums, and experimental laboratories into a form useful to those who live and work with small children daily. The book provides information and simple activities that will help parents nourish their youngsters' minds so that they can grow up brighter and happier. The book contains the following 12 chapters: (1) "Your Child's First and Best Teacher: You"; (2) "Why You Can Raise a Brighter Child"; (3) "How the Atmosphere in Your Home Can Foster Intelligence"; (4) "How To Raise a Brighter Baby: The First Year of Life"; (5) "The Insatiable Drive To Learn: Ages One to Three Years"; (6) "How To Stimulate Intellectual Growth in Three- to Six-Year-Olds"; (7) "Should You Teach Your Preschooler To Read?"; (8) "How You Can Encourage Your Child To Be Creative"; (9) "Montessori Ideas You Can Use at Home"; (10) "Computers and Preschoolers"; (11) "How To Safeguard Your Child's Brain"; and (12) "The Joys of Having a Bright Child." (Contains 92 references, organized by chapter, and a 325-item bibliography.) (SD)

ED 437 168 PS 027 959

Giannetti, Charlene C.; Sagarese, Margaret
Parenting 911: How To Safeguard and Rescue Your 10- to 15-Year-Old from Substance Abuse, Depression, Sexual Encounters, Violence, Failure in School, Danger on the Internet, and Other Risky Situations.
PUB DATE- 99
NOTE- 305p.
LANGUAGE- English

sources, awarding aid according to each family's demonstrated need and the eligibility criteria of the source and form of aid. A financial aid package may include a combination of grants, loans, work exchange, and tax credits. Sources of aid include federal, state, and local governments, endowment fund earnings, and private sector contributions from foundations, businesses, and individuals. Infrastructure services, supported predominantly by public funds, include facility licensing, accreditation, practitioner training and credentialing, consumer education, financial aid services, and national and state data systems. An umbrella association unites public education, policy, and advocacy efforts of early care and education organizations. This association brings the diverse care and education community together in efforts to achieve a common goal of available, accessible, and affordable high-quality programs. (EU)

ED 437 186 PS 028 160

Carson, James; Gerber, Emily
Emotion Regulation in Marital and Parent-Child Relationships: Predicting Academic and Social Outcomes in Children.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Child Behavior; Conflict; Emotional Adjustment; *Emotional Response; Family Problems; *Fathers; *Marital Satisfaction; *Mothers; *Parent Child Relationship; Predictor Variables; Sex Differences; Young Children
IDENTIFIERS- *Emotional Regulation

This study investigated how transfer from marital conflict affects parents' ability to regulate their children's negative affect displays and how these parent responses impact their children's academic and social adjustment. In addition, the study examined whether parents' gender is associated with parents' reactions to their children's negative affect and their children's adaptation. Parents were videotaped interacting with their preschool-age children alone in one instance; in another instance they were videotaped interacting with their children and spouses simultaneously. In their interactions with children alone, parent reactions to children's displays of negative emotion were categorized using a behavior coding system. In interactions with children and spouses simultaneously, parental interactions were rated on a number of emotional dimensions. Findings suggested linkage between the quality of marital relations and parents' ability to regulate children's emotions during interaction. While unhappily married parents have difficulty with their children's negative affect displays, mothers' and fathers' reactions were characterized by particular patterns: mothers' responses were characterized by a compensatory pattern (soothe and praise), whereas fathers' responses were characterized by more negativity (escalates, commands, takes items away). These findings differ from previous research which suggests that fathering is more sensitive than mothering to transfer from marital distress. Instead, these results suggest that mothering and fathering show different vulnerabilities. (EU) mortality; (3) low birth weight; (4) violent death and injury; (5) early childhood education; (6) high school dropout rates; (7) family income; (8) families receiving welfare assistance; (9) child support enforcement; (10) tax policy; (11) new families at risk; (12) teen pregnancy; (13) child abuse and neglect; and (14) children in foster and substitute care. The report outlines an action agenda that involves improving health care, encouraging learning beginning at birth, promoting economic security, strengthening vulnerable families, and collaborating toward a vision for children. The report also describes the Project on Human Development in Chicago Neighborhoods and highlights several other community programs addressing areas of concern. The bulk of the document is comprised of data tables delineating countywide data on the indicators. Findings indicate that in 10 areas of child well-being, Illinois ranks thirty-fourth among the states, an improvement over the 1998 ranking of 38. Illinois has a high percentage of children lacking health insurance, the second highest rate of high school dropouts in the Midwest, and the eleventh highest median income among the states. Fifteen percent of Illinois children are in a "high risk" category--the highest rate in the Midwest, though still lower than California or New York. (HTH)

ED 437 205   PS 028 198

Nilsen, Elizabeth A.
On the Road to SAC Professionalism. Emerging Models, Trends, and Issues in Credentialing: A Working Paper. Making the MOST Out of School Time.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 99
NOTE- 42p.; Appendix I contains light type.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Credentials; Elementary Education; Postsecondary Education; Professional Development; Program Descriptions; *School Age Day Care; *State Programs; State Standards; *State Surveys

This report presents findings from a national survey on emerging credentialing programs for school-age care (SAC) providers. About half of the states report that a credential is already available, is being piloted, or is being planned. About one-third of the states do not have a credential, nor is one being planned. Common characteristics of the credentialing programs include: (1) nearly half are offered by a college; (2) most have minimal entry requirements; (3) approximately three-fourths offer college credit; (4) nearly all require candidates to pay some fee, while other funding comes from a variety of sources; (5) planning for the credentials took an average of about 2 years; (6) many different stakeholders were involved in developing the programs; and (7) most credentialing programs have some access to paid staff. While the identified credentials take many different forms, the process used to develop them usually includes the following tasks: (1) defining the core competencies; (2) determining the administering agency; (3) researching the workforce; (4) designing college courses; and (5) signing agreements with colleges to ensure college credit. Other tasks were undertaken by relatively few credentialing planning efforts, such as: (1) changing the licensing regulations to include the credential as either a requirement or an option; (2) measuring the existing quality of deaths from pneumonia and influenza; (6) children's health status; (7) chronic health conditions; (8) child vaccinations; (9) median educational attainment; (10) child poverty; (11) median net worth of household; (12) children living in two-parent households; (13) families with three or more children; (14) unemployment among 20- to 24- year-old men; (15) substance use; (16) overweight adolescents; (17) sexual activity; (18) contraception use at first intercourse; and (19) gonorrhea. The report concludes by noting that remarkable success has been achieved in reducing infant and child mortality, and in eradicating or controlling major diseases and health conditions that could lead to death or disability. However, trends in risk-taking behaviors suggest that new approaches will be needed to reduce risk-taking and address racial and ethnic disparities. (KB)

ED 437 225 PS 028 233

Welch, Michael D.; White, Barzanna
Teacher and Parent Expectations for Kindergarten Readiness.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Kindergarten; Kindergarten Children; National Surveys; Parent Attitudes; *Parents; *Preschool Teachers; Primary Education; *School Readiness; Teacher Attitudes; *Teacher Expectations of Students
IDENTIFIERS- *Parent Expectations

Based upon the view that children learn better if their parents' and teachers' expectations are closely aligned, this study compared expectations of teachers and parents for school readiness skills and preparation required for entry into public school. A Likert rating scale was completed by 25 kindergarten/early childhood teachers and 104 parents of children enrolled in kindergarten/early childhood classes in one Louisiana school community. The survey was modified from one used in a national study on teacher opinion toward selected school readiness skills/preparation attributes. A multivariate analysis of variance was conducted to determine if significant differences existed between parents and teachers. Significant questions were examined using independent t-tests to determine the direction of the variation. Local teacher responses were compared to those in the national study. Significant differences were found between parents and teachers on 3 items of the 25-item survey. Parents were more likely than teachers to place importance on time set aside daily to practice school work, to believe that all children would be ready for first grade upon completion of kindergarten, and to place importance on knowing the letters of the alphabet before school entry. Teachers from both the local and the national study identified the same three attributes as essential or very important for children entering public school: (1) physically healthy, rested, and well nourished; (2) can communicate needs, wants, and thoughts verbally in the child's primary language; and (3) is enthusiastic and curious in approaching new activities. (The rating scale is appended. Contains 13 references.) (KB)

ED 437 226 PS 028 234

Kobayashi, Futoshi
Unpaid Child Support: The Abuse of American Values.

*Enrollment; Enrollment Influences; *Family Income; Foreign
Countries; *Incentives; *Poverty; *Rural Youth
IDENTIFIERS- *Bangladesh

This paper examines whether children sent to work in rural Bangladesh are caught in a "poverty trap," with the extra income from child labor coming at the expense of the children's longer-term prospects of escaping poverty through education. The poverty trap argument depends on children's work being substitutable for schooling. Casual observations and descriptive statistics from surveys seem to offer little support for the argument. Bangladesh's Food-for-Education program is targeted at poor rural families and offers a food stipend in exchange for children's school attendance (at least 85 percent of classes each month). The stipend has a value considerably less than the mean child wage, yet was enough to ensure nearly full attendance among participants. The enrollment subsidy also reduced the incidence of child labor, but that effect accounted for only a small proportion of the increase in school enrollment. The reduction in the incidence of child labor represented about one-quarter of the increase of boys' enrollment rate and about one-eighth of the increase of girls' enrollment rate. The findings do not address whether work displaces other student activities such as doing homework or attending after-school tutorials, nor whether work provides other welfare losses or gains. Nevertheless, the results do question the common view that child labor is a major factor in perpetuating poverty in Bangladesh. (Contains 22 references.) (SV)

ED 437 244 RC 022 196

Cardinal, Phyllis
Aboriginal Perspective on Education: A Vision of Cultural Context within the Framework of Social Studies. Literature/Research Review.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian History; *Canada Natives; Cultural Differences; Culturally Relevant Education; *Curriculum Development; *Educational Needs; Elementary Secondary Education; Foreign Countries; Literature Reviews; *Multicultural Education; *Social Studies
IDENTIFIERS- *Canada

This literature and research review was conducted to provide an Aboriginal perspective to the work of the Western Canadian Protocol Social Studies K-12 Project. The Project is a positive step toward rebuilding cooperative relationships between Aboriginal and non-Aboriginal peoples, and will also provide the students of western Canada with an understanding and respect for diversity. The first three sections of this paper review: (1) the history of Aboriginal education (traditional education, meaning of special talents and giftedness, analytical theory of Aboriginal philosophy, missionary schools, residential schools, assimilation policies, integration of provincial services to Aboriginal peoples beginning in the 1970s, and increasing local control of education); (2) the current educational status of Aboriginal students (racism and cross-cultural insensitivity, psychological stress and identity conflict, culturally biased standardized testing, and differences in learning styles); and (3) the need for the 245 small and rural school districts that participate in the New York Rural Schools Program. Less than 60 percent of respondents felt that it was easy to obtain information about their school or that they were well informed about the school. Bar graphs indicate public opinion about access to information on various aspects of student success, school environment, test results, staffing characteristics, program offerings, facilities information, student services, student characteristics, attendance and discipline, and school finance. Results were compared with those from a similar national survey. New York respondents were most interested in receiving information on student services and standardized test results, while the national sample was most interested in school environment and program offerings. Appendices contain survey letters, the survey questionnaire, and response rates on each survey item for each participating school district. (SV)

ED 437 262 RC 022 230

Acevedo, Gladys Lopez
Learning Outcomes and School Cost-Effectiveness in Mexico: The PARE Program. Policy Research Working Papers.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *American Indian Education; *Cost Effectiveness; *Disadvantaged; Dropout Rate; *Educational Resources; Elementary Education; Elementary School Students; Foreign Countries; Program Effectiveness; Rural Education; *Rural Schools
IDENTIFIERS- *Mexico

This paper examines the impact on student learning of the Programa para Abatir el Rezago Educativo (PARE), which aimed to improve the quality and efficiency of primary education in four Mexican states by increasing school resources. PARE was implemented in the states of Oaxaca, Guerrero, Chiapas, and Hidalgo, which have the highest incidence of poverty and the lowest education indicators in Mexico. The most disadvantaged schools in these states are those serving rural and Native (non-Spanish-speaking) students. Control data were collected from comparable schools in the state of Michoacan, which did not implement PARE. PARE provided participant schools with additional resources such as libraries, textbooks, academic materials, teacher and principal training, and school construction and repair. Analysis focused on (non-Native) rural and Native schools, where student achievement was typically low. Measured by students' achievement test scores in Spanish in grades 4 and 6, student performance in PARE schools improved significantly in both the rural and Native subsamples. PARE also increased the likelihood that a student would continue in school, but only for the rural subsample. The findings suggest that doubling the resources allocated per student could overcome a 30 percent deficit in test scores among rural students. (Contains 14 data tables and a list of definitions of variables.) (SV)

ED 437 263 RC 022 231

Collins, Timothy
Crucial Policy Links: Rural School Reform, Community Development, and Citizen Empowerment.

PUB DATE- 00
NOTE- 81p.; The subtitle of this series is "A Magazine for Classroom Innovators."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Change Agents; *Change Strategies; *Educational Change; Educational Improvement; Educational Innovation; Educational Technology; Elementary Secondary Education; Inquiry; Learning Processes; *Mathematics Education; *Science Education; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Eisenhower National Clearinghouse

This issue of ENC Focus is organized around the theme of educational change. It intends to provide teachers with practical resources and suggestions for implementing reform ideas in the classrooms. Featured articles include: (1) "There Can Be No Improvement Without the Teacher" (Michael Fullan and Andy Hargreaves); (2) "Changing Habits of a Lifetime" (Marsha Paulus Nicol); (3) "Playing to Learn: Systems Change Game Challenges and Teaches" (Carol Bershad and Susan Mundry); (4) "Help in Making Change: SummerMath for Teachers Serves as a Model" (Virginia Bastable); (5) "Teachers Transformed" (Annette Thorson); (6) "Evolving with the Internet: Taking Technology for Granted--Finally" (Kristine Mueh); (7) "Twelve Small Steps toward Change" (Lynda Titterington); (8) "First in the World Consortium: Superintendents Lead the Way to Systemic Change" (Leah Poynter); and (9) "Student Discourse in an Inquiry-Based Elementary Science Class" (Kathleen M. Collins, Fe MacLean, Annemarie Palincsar, and Shirley Magnusson). (WRM)

ED 437 288 SE 063 158

Ring, Rochelle; Pape, Stephen J.; Tittle, Carol Kehr
Student Attitudes in a Reformed Mathematics Classroom.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 40p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Charlotte, NC, February 10-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Higher Education; *Mathematics Education; *Measures (Individuals); *Student Attitudes

This paper investigates changes in attitude using an adapted version of the Fennema-Sherman Mathematics Attitude Scales (F-S MAS). Writing samples, such as student math autobiographies, journals, and responses to mathematical problems, were collected, and student evaluations of teaching across semesters were reviewed. Over three semesters, a modified F-S MAS survey was administered to students in reform and non-reform sections. Pre- and post-course attitude scores were compared across groups. It is concluded that attitudes toward mathematics are based on long-term interactions with the subject and mathematics teachers; they take a long time to develop and are hard to change. (Contains 18 references.) (ASK)

ED 437 289 SE 063 159

photographs, and descriptions of Boston (Massachusetts) and New England. The 13 essays in the collection include: (1) "An Introduction to New England and Boston: Advancing the Revolution in Geographic Education in a Region of Change" (Theodore S. Pikora; Stephen S. Young); (2) "An Overview of Greater Boston from Space" (Stephen S. Young; Theodore S. Pikora); (3) "Nature and Society in New England: The Other Dimension" (William B. Meyer); (4) "The Place-Name Cover of New England" (John E. Harmon); (5) "Neighborhoods in the Walking City of Boston" (Janet Duncan); (6) "Salem, Massachusetts: The Changing Geography of a Coastal Community in New England" (Theodore S. Pikora); (7) "The Heritage of the Textile Industry in the Social Fabric of Lowell, Massachusetts" (Stephen Matchak); (8) "Cape Cod: The Ephemeral Landscape" (Reed F. Stewart); (9) "Pack Your Bag: Applying Local Experiences to a Global Perspective" (Louise B. Swiniarski); (10) "Make Way for Ducklings: A Bird's Eye View of Downtown Boston" (Stephen S. Young; Katie Quinlan); (11) "Locating, Mapping, and Explaining Vernacular Region Names" (John E. Harmon); (12) "Neighborhoods and Landfill in Boston" (Theodore S. Pikora); and (13) "Geography and the Past in the Neighborhoods of Salem, Massachusetts" (Theodore S. Pikora). (Contains 28 figures. Each chapter contains references.) (LB)

ED 437 310   SO 031 166

Sproul, Kate
Women and Equality: A California Review of Women's Equity Issues in Civil Rights, Education and the Workplace.
PUB DATE- 99
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Rights; *Civil Rights Legislation; *Females; Inservice Teacher Education; *Sex Discrimination; *Sex Fairness; Tables (Data); Work Environment
IDENTIFIERS- *California; Civil Rights Act 1964; *Equal Rights; Fair Employment Legislation; Legal Research

More women were elected to the California Legislature in November 1998 than ever before. Twenty-five percent of the 40 state senators who began the two-year legislative session on December 7, 1998 were women. In the 80-seat Assembly, the figure also was 25 percent. Historically, the number of women serving in the California Legislature was minuscule. Soon after women achieved the right to vote in California in 1911, the first four women were elected to the Assembly in 1918. This report documents the passage of California women's equality bills since the 1960's in the areas of civil rights, education, and employment. These are the three major areas where the Legislature sought to afford girls and women the same rights and opportunities as boys and men. Since political changes are intertwined with social changes, the chapters on education and employment include current gender-specific data to show the social trends during these ground breaking years. The report also offers ideas for future legislative consideration in education and employment. The chapter titles include: (1) "The Evolution of Civil Rights for Girls and Women in California"; (2) "Education Equity for Girls and Women: Today's Schoolgirls May Cure Tomorrow's Epidemics"; and (3) "Pursuing Fair Treatment in the Workplace: Rosie the Riveter May Move into Management." Appendix A provides a complete list of all the women who have served in the California Legislature. Appendix B

*Textbook Content; Textbook Research
IDENTIFIERS- *Saudi Arabia

A study investigated the role of the Saudi Arabian social studies curriculum in helping Saudi students to understand other cultures. Analysis of the content of social studies textbooks revealed that they cover a wide range of cultural information related to countries from around the world. Saudi students start their cultural education in grade 5 by studying the Gulf Cooperation Council, made up of neighboring states in the Arabian Peninsula. In grades 6, 7, 8, and 9 they study about other selected foreign countries. (Contains a table of countries studied; indexes of cultural indication, population activities, national wealth, geographical information, and maps and pictures; and 10 references.) (BT)

ED 437 330 SO 031 357

Nelson, Murry R.
Foundational Dissertations in the Foundations of Social Studies.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Doctoral Dissertations; Higher Education; *Intellectual Disciplines; Research Methodology; *Scholarship; *Social Studies; State of the Art Reviews

During the last five years the "house" of social studies has been and continues to be severely tested. Knowledge and depth of understanding of the foundations of the social studies may be key to promoting cohesion in the field and lessen the possibility of severe damage or destruction. This paper presents some of the most frequently cited dissertations in the field. The 14 studies described in the paper are those that graduate students and other researchers have found to be the most useful in establishing the origins of key ideas and directions of the foundations of social studies. The paper synthesizes three notions from each of the dissertations: (1) purpose; (2) design; and (3) significance to foundations of social studies. Following the three notions, the paper addresses common themes or patterns. The dissertations are examined in the paper in chronological order according to the date each was written, not according to the period about which the study was written. (Contains 20 references.) (BT)

ED 437 331 SO 031 363

Ehman, Lee H.
Adding Instruction about Technology Infusion to the Secondary Social Studies Course with Web-Based Modules.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (19th, Orlando, FL, November 19-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Instructional Effectiveness; *Learning Modules; *Methods Courses; Qualitative Research; *Secondary Education; *Social Studies; Statistical Analysis; Student Surveys; Teacher Education; *World Wide Web
IDENTIFIERS- *Technology Integration

Modules to teach the appropriate integration of technology into

(055)
DESCRIPTORS- Elementary Secondary Education; *Family Involvement; *Family School Relationship; *Parent Teacher Cooperation; *Partnerships in Education; School Role

Families and schools are equal partners in the education of children, with both contributing in major ways. To succeed, their partnerships must be based on mutual trust and respect, with educators taking the lead in developing and nurturing effective collaboration with families. Overcoming barriers to partnerships means focusing on context, complexity, centrality, consistency, communication, and collaboration. Partnership principles include creating an open and friendly environment for parents, communicating with parents, and forging partnerships with all families. Trust building with parents involves predictability, dependability, and faith on the part of schools. Taking action to build trust involves focusing on such issues as: equal partnerships, power and social inequalities, cultural continuity, informal social events, and communication. Interacting with families requires maintaining a positive, honest orientation to all communication, ensuring that parents have all necessary information, and recognizing that trust takes time. The process of communication is influenced by dimensions of family-centered practice, including family orientation, positiveness, sensitivity, responsiveness, friendliness, and child and community skills. This paper includes a communications checklist, an action plan for strengthening home-school partnerships, and a sheet to help teachers examine what their partnership program will look like. (SM)

ED 437 351 SP 038 933

Morrow, James R., Jr.; Jackson, Allen W.; Payne, V. Gregory
Physical Activity Promotion and School Physical Education.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Health; Children; Elementary Secondary Education; *Health Promotion; *Physical Activities; *Physical Activity Level; *Physical Education; *Physical Fitness

This report examines school physical education (PE) and how it can be an important part of the national physical activity promotion effort. Section 1 introduces the issue of youth activity and PE, noting that schools and universities must reintroduce daily, quality physical activity as a key component of comprehensive education. Section 2 discusses the current status of PE in schools, noting that few students receive daily PE. Section 3 examines activity levels of American youth, explaining that young children are relatively active, but by adolescence, activity levels decline. Section 4 discusses how much physical activity is enough, explaining that moderate levels can have significant health benefits, but varying activity patterns of young children, adolescents, and adults must be considered when developing physical activities. Section 5 discusses how physical activity relates to physical fitness in youth. The relatively low relationship between fitness and physical activity is a good reason for PE to emphasize physical activity rather than fitness. Section 6 discusses whether PE promotes physical activity in youth, concluding that well-conducted PE can generate increased activity levels during the school day and increased active living outside the school.

diet comparisons to the Food Guide Pyramid; a fad diet guest column for local newspapers or newsletters; PowerPoint presentation handouts (an outline and script designed to help combat fad diet claims and nutrition confusion); a lighthearted fad diets poster to debunk fad diet claims; an 8-minute video to use at the beginning of a seminar or class to spark dialogue on evaluating popular diets and identifying red flags; and a business reply card for people who use the kit. (SM)

ED 437 372 SP 038 958

Guskey, Thomas R.
Evaluating Professional Development.
PUB DATE- 00
NOTE- 331p.; Foreword by Dennis Sparks.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Quality; Elementary Secondary Education; Evaluation Methods; *Faculty Development; Inservice Teacher Education; Knowledge Level; *Program Evaluation; Teacher Evaluation; *Teacher Improvement; Teachers; Teaching Skills

This book illustrates how to ask the right questions to effectively measure professional development; understand the dynamic nature of professional development; identify what contributes to improved student learning; and demonstrate results and accountability. The evaluation processes and tools recommended in this book acknowledge that if staff development is to improve student learning, many levels of change are required, each with its own particular evaluation challenges. The book asks and answers significant questions and provides specific recommendations for future action. After an introduction that examines why professional development and evaluation are so important, there are nine chapters: (1) "What is Professional Development?"; (2) "What is Evaluation?"; (3) "Practical Guidelines for Evaluating Professional Development"; (4) "Level 1: Participants' Reactions"; (5) "Level 2: Participants' Learning"; (6) "Level 3: Organization Support and Change"; (7) "Level 4: Participants' Use of New Knowledge and Skills"; (8) "Level 5: Student Learning Outcomes"; and (9) "Presenting Evaluation Results." There are reflective questions at the end of each chapter along with sample evaluation forms, checklists, and helpful hints. (Contains approximately 290 references.) (SM)

ED 437 373 SP 038 959

Digest of California Teacher Recruitment/Development Policy History and Related Reports.
PUB DATE- 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Alternative Teacher Certification; Beginning Teacher Induction; Bilingual Teachers; *Educational Legislation; Educational Policy; Elementary Secondary Education; *Faculty Development; Higher Education; Paraprofessional Personnel;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletics; Ethnicity; *Global Education; High Schools; Occupations; Sexual Identity; *Social Studies; *Teacher Background; Teachers; Travel
IDENTIFIERS- *Identity (Psychological); *Relativism; Universalism

This study used an ethnographic approach to analyze data on the teacher as self in the high school social studies classroom, examining patterns in social studies pedagogy and how the teacher's self is manifested in global education classrooms. Data came from observation reports, interviews, and document analyses at three high schools. Teacher interviews examined their personal backgrounds, then focused on identity. The data showed a distinct pattern in social studies pedagogy in that the teacher's self was manifested in global education classrooms. Teacher identity categories included gender, occupation, religious background, family history, athletic background, ethnic identity, and travel. Teachers, in part due to their identities, taught differently, specifically with regard to how they selected content, the amount of time and emphasis placed on topics, and how they characterized course content related to their identity. Ambiguity about relativism and universalism was a consistent pattern found among most study participants. The lack of clarity with regard to the teacher's beliefs about relativism in global education manifested itself in classrooms. Teachers either avoided or sensationalized controversial issues in global education classrooms, stemming from their personal discomfort with engaging judgments in the classroom in a reasoned, methodical manner. (Contains 11 references.) (SM)

ED 437 394 SP 038 986

Pickert, Sarah; Chock, Phyllis Pease
The Concept of Culture in Multicultural Education: Views of Teacher Educators in the USA.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *Cultural Differences; *Diversity (Student); Elementary Secondary Education; Ethnography; Global Education; Higher Education; *Multicultural Education; Preservice Teacher Education; Teacher Attitudes; Teacher Educators

This study is a qualitative analysis and critique of the way culture is conceptualized in a collection of teacher educators' stories of their personal experiences with cultural differences and their characterizations of multicultural education. The interpretive practices revealed in their writings suggest that they hold the concept of culture that predominates in the United States, that of a bounded entity belonging to groups and individuals. Teacher educators suggest that conflicts caused by differences among cultures are inevitable, but they argue that emphasizing their commonalities rather than their differences can moderate the tension. The researchers suggest ways of using ethnography as a teaching tool to illustrate the concept of culture as interpretive practice. First, ethnographies allow beliefs in their own intelligence: a fixed entity with which they are born (entity theory) or a belief that intelligence can be changed over time (incremental theory). These two beliefs were studied through the responses of 22 second graders and observations of their behavior. The relationship between the children's beliefs and their motivation was also studied in relation to the public (classroom) setting, the teacher, and the task. Findings suggest that many children do not see learning as an incremental process and do not set learning goals. The challenge for the teacher is to develop a classroom in which all students operate within a "learning goals" orientation and see learning as an incremental process. (Contains 12 references.) (SLD)

ED 437 416 TM 030 568

Schafer, William D.
Differentiation of Schools by Successfulness on a Statewide Test.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Effective Schools Research; Elementary Education; Measurement Techniques; *Performance Based Assessment; Regression (Statistics); *School Effectiveness; State Programs; Test Results; *Test Use; Testing Programs
IDENTIFIERS- *Maryland School Performance Assessment Program

The Maryland School Performance Assessment Program (MSPAP) offers a relatively new way to measure achievement in schools. Six content areas are tested in grades 3 and 5. The use of the MSPAP to differentiate among schools in terms of success was studied using data for the 775 Maryland elementary schools that were active in 1995. Test results for the academic years 1992 through 1995 were included. A series of regression models were developed to predict the school means for each content area. Using weighted regression, weighting by the inverse variance of error of the mean, the content area score was predicted for each school at each of the two grade levels. Regressions were repeated adding the 1999 (x-1) mean MSPAP content area score at that grade level to have a measure that could tap gains in performance along with a previous measure that evaluates absolute performance in relation to the demographic variables. Thirty-six regressions (6 content areas by 2 grades by 3 years) were developed, and the studentized residuals from each equation were retained for further analyses. Composite variables were created as sums of residuals across grades and content areas. Results, which suggest moderate stability between the third and fifth grade residuals for each content area, indicate that is seems appropriate to aggregate MSPAP residuals across content areas to assess successfulness at the school level. (SLD)

ED 437 417 TM 030 569

Bourke, Sid
School Level Variables as Predictors of Individual Student Achievement.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Adelaide, South Australia, November-December 1998).

standards and assessments. This document is intended both to inform states about useful evidence and to guide teams of peer reviewers. The document consists of three main sections: (1) "General Characteristics of the Assessment System"; (2) "The Core of the Assessment System"; and (3) "Reporting and Using Assessment Results in Accountability." Subsections deal with specific aspects of these broad areas, such as "meeting standards of technical quality." Most subsections include discussions of the requirements and their intent and purpose and questions peer reviewers should ask. Four appendixes clarify a requirement related to students of limited English proficiency, discuss assessment information flow, and present a summary of types and sources of evidence for the reviews. (SLD)

ED 437 440 TM 030 627

NELS:88/2000. Fourth Follow-up: An Overview.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Graduates; *Educational Attainment; Educational Trends; Followup Studies; Longitudinal Studies; National Surveys; Postsecondary Education; Secondary Education; Trend Analysis; *Young Adults
IDENTIFIERS- *National Education Longitudinal Study 1988

Early in 2000, data collection will begin for the fourth follow-up of the National Education Longitudinal Study of 1988 (NELS:88/2000). NELS:88 is a major longitudinal study that provides trend data about critical transitions experienced by young people as they develop, attend school, embark on their careers, and form families. NELS:88/2000 will furnish information on how school policies, family involvement, teacher practices, intensity of course taking experiences, and post-secondary education affect student outcomes, including academic achievement, persistence in high school, participation in post-secondary education, and occupational experiences. NELS:88 is the first study sponsored by the National Center for Education Statistics that began surveying students as early as eighth grade. The same students were resurveyed in 1990, 1992, and 1994. The fourth follow-up will revisit the sample when many have completed college and are 8 years out of high school. The data set has been designed to support cross-sectional, longitudinal, and trend analyses. The electronic codebook and the Data Analysis System are described. (SLD)

ED 437 441 TM 030 628

Hoffman, Charlene M.
Federal Support for Education: Fiscal Years 1980 to 1999.
PUB DATE- 00
NOTE- 53p.; For the 1980 to 1998 report, see ED 424 307.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Educational Trends; *Elementary Secondary Education; Expenditures; Federal Aid; *Federal Government; *Financial Support; *Higher Education; *Income; Resource Allocation; Tables (Data); Trend Analysis
IDENTIFIERS- *Department of Education

ED 437 462 UD 033 251

Weir, Judith, Ed.
Building Community: The First Five Years of NPCR.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Programs; Higher Education; *Neighborhood Improvement; *Program Effectiveness; Program Evaluation; Urban Areas; *Urban Renewal; Urban Schools

This report evaluates the implementation of the Neighborhood Planning for Community Revitalization (NPCR) project and presents the major lessons learned in the first 5 years of the NPCR's existence. During the past five years, 161 applied research projects have been completed by 70 neighborhood organizations working with 120 students from 10 academic institutions in the Twin Cities area. These projects focus on neighborhood planning and project implementation. Following an introduction, the sections are: (1) "Building Neighborhood Capacity"; (2) "Building Academic Capacity"; (3) "Special Projects"; and (4) "Lessons Learned about NPCR." An appendix lists NCPR projects completed from 1993 through 1998. (SLD)

ED 437 463 UD 033 253

Investing in Girls: A 21st Century Strategy. Also: The Female Intervention Team; National Girls' Caucus.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Delinquency; *Females; *Intervention; *Juvenile Justice; Needs Assessment; *Youth Problems

This issue of the serial "Juvenile Justice" is devoted to the theme of female juvenile defenders and contains three articles on this subject. The lead article, "Investing in Girls: A 21st Century Strategy," by Leslie Acoca, stresses that addressing the needs of adolescent girls, who make up the fastest growing segment of the juvenile justice system, offers the United States its best hope of halting the intergenerational cycle of family fragmentation and crime. "The Female Intervention Team," by Marian D. Daniel, describes the Female Intervention Team developed by the Maryland Department of Juvenile Justice to help young women who have lost a sense of direction. "National Girls' Caucus," by LaWanda Ravoira, describes this coalition through which advocates for increased national attention to the special needs of females in the juvenile justice system collaborate. (SLD)

ED 437 464 UD 033 255

Francis, Becky
Power Plays: Primary School Children's Constructions of Gender, Power, and Adult Work.
PUB DATE- 98
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)

PUB DATE- 98
NOTE- 118p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Problems; *Discipline; Elementary Secondary Education; *Empowerment; *High Risk Students; Student Attitudes; *Teaching Methods; Urban Youth
IDENTIFIERS- *Self Direction

Strategies in this guide recognize that most at-risk students need to be self-directed, and they involve working with students instead of against them. The book contains practical tools for working with discipline-resistant students. The chapters are: (1) "The Problem with Control"; (2) "The Role of Temperament"; (3) "Traditional versus Empowering Discipline"; (4) "Developing Supportive Relationships"; (5) "Teaching Pro-Social Skills"; (6) "Designing a Classroom Which Is Structured for Success"; (7) "Defusing Problem Behavior"; (8) "Debriefing Discipline Problems"; and (9) "Concluding Thoughts." (Contains 61 references.) (SLD)

ED 437 487 UD 033 290

Stevens, Floraline I.
Case Studies of Teachers Learning and Applying Opportunity To Learn Assessment Strategies in Two Urban Elementary Schools. Publication Series No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Assessment; Elementary Education; *Faculty Development; *Inservice Teacher Education; Instructional Leadership; *Urban Schools
IDENTIFIERS- *Opportunity to Learn

This study examined the proposition that if teacher professional development focuses on ways of thinking and teacher action, it will facilitate the ongoing implementation of opportunity-to-learn (OTL) assessment strategies rated as "teacher-friendly" and "very teacher-friendly." Case study methodology was used to investigate teachers' learning and to apply OTL assessment strategies in two urban elementary schools in Washington, D.C. Six OTL assessment strategies were presented to teachers in workshops over several months. Teachers rated the assessment strategies that were introduced for ease of use. Although they considered all the strategies they were taught "teacher-friendly," the networking and collaborating assessment strategy captured the ongoing support of all teachers. Levels of demonstrated leadership appeared to play an important role in the adoption of this strategy. Student achievement scores in these schools appeared to improve with the adoption of the networking and collaborating assessment strategy. (Contains 3 tables and 14 references.) (SLD)

ED 437 488 UD 033 291

Carter, Samuel Casey
No Excuses: Seven Principals of Low-Income Schools Who Set the

affect the ways partnerships are forged and maintained. Contains 27 references. (KB)

ED 437 149 PS 026 203

Symposium on Early Childhood Education (Urbana-Champaign, Illinois, November 9-10, 1997). Abstracts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 59p.; "In honor of Dr. Bernard Spodek on the occasion of his retirement."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Influences; *Curriculum Development; *Developmentally Appropriate Practices; *Early Childhood Education; Foreign Countries; Inclusive Schools; Kindergarten; Mainstreaming; *Multicultural Education; Poverty; *School Organization; Special Education; Special Needs Students; Teacher Education; *Teaching Methods

This book compiles abstracts of presentations from a symposium held in honor of Dr. Bernard Spodek, a leading scholar in early childhood education, on the occasion of his retirement. Topics addressed are as follows: (1) culture in early childhood curriculum; (2) developmental and cultural appropriateness; (3) kindergarten in Japan; (4) pressure and young children; (5) early childhood in Iceland; (6) early childhood in Greece; (7) preschool education in Portugal; (8) routine infant care; (9) dramatic play; (10) teaching children in Britain and North America; (11) plants and animals in Japanese kindergartens; (12) role models for Japanese Yochien; (13) inservice education programs in Korea; (14) pretend play of Korean and American children; (15) synergistic infant education; (16) The Early Childhood Education and Assistance Longitudinal Study; (17) poverty in children's literature; (18) parenting stress and promoting peer relationships; (19) Wood River Head Start program; (20) urban elementary school restructuring; (21) play in the curriculum; (22) professional development in Taiwan; (23) teachers and curriculum reform; (24) classroom interaction variations; (25) linguistically and culturally diverse children; (26) immigrant school children in Canada; (27) the changing student population; (28) multi-cultural preschool curriculum; (29) early childhood in Hong Kong; (30) doctorates in the early childhood classroom; (31) writing a philosophy of education; (32) cases as a tool for pedagogical inquiry; (33) Australian early childhood teachers; (34) inclusion; (35) gifted education in early childhood; (36) preschool children in multiple programs; and (37) legal perspective of inclusion. (SD)

ED 437 150 PS 026 208

Early Childhood Development Unit (Nga Kaitaunaki Kohungahunga) Annual Report for the Year Ended 30 June 1997. Presented to the House of Representatives.
PUB DATE- 97
NOTE- 44p.; "Presented to the House of Representatives." For earlier reports, see ED 355 014 and ED 368 461.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Annual Reports; Educational Finance; *Educational Objectives; Federal Programs; Foreign

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Behavior; *Adolescents; *Behavior Problems; *Child Rearing; Eating Disorders; Emotional Problems; Online Searching; Parent Child Relationship; Parent Counseling; Parent Education; *Parent Role; *Parenting Skills; Parents; *Preadolescents; Problem Children; Sex Education; Sexuality; Substance Abuse; Violence
IDENTIFIERS- Parental Challenge; Problem Identification

Drawing on a national survey of parents, teachers, and students, interviews with a wide range of experts, and the latest research, this book brings parents the information and reassurance they need to identify and handle the crises that can erupt with 10- to 15-year-olds. Specific information and advice are presented for handling some of the most difficult crises affecting children including substance abuse, sexual encounters, troubling friends, depression, eating disorders, violence, breaking the law, nontraditional family structures, and Internet dangers. Following a brief introduction which addresses parenting through difficult times, the book contains the following chapters: (1) "Family Life with Middlers"; (2) "Friends, Friendship, and Falling in Love"; (3) "Sexual Encounters and Fatal Attractions"; (4) "Risking Life for the Perfect Body"; (5) "Drugs, Alcohol, and Cigarettes"; (6) "Young Adolescent Blues and Depression"; (7) "Taking Good Risks with Extreme Sports"; (8) "Virtual Reality vs. the Real World"; (9) "Failing and Succeeding in School"; (10) "Dealing with a Violent World"; and (11) "When Your Child Breaks the Law." The book concludes with a listing of recommended reading and resources for each of the chapters. (SD)

ED 437 169 PS 028 015

Foulkes, David
Children's Dreaming and the Development of Consciousness.
PUB DATE- 99
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Age Differences; Child Development; *Children; Cognitive Development; *Cognitive Processes; Cross Sectional Studies; Developmental Psychology; *Dreams; Encoding (Psychology); Individual Development; Longitudinal Studies; Recall (Psychology); Research Methodology; *Sleep; *Spatial Ability
IDENTIFIERS- *Consciousness; Consciousness Research; Infantile Amnesia; Levels of Consciousness; Rapid Eye Movements; Reflective Awareness; Research Replication

Noting that scientific observation of children's dreaming offers unparalleled opportunities to study experience of conscious mental states, this book presents findings from two studies on children's dreaming. Following an argument outlining the problems in equating dreaming with perception, the book explains the use of sleep laboratories and differentiates methods used by psychoanalysts from those used by psychologists and biologists. Two studies are presented: a longitudinal study and a cross sectional replication. Data collection methods included standardized interviews and cognitive testing. Findings suggested that dreaming is a high level cognitive

ED 437 187   PS 028 161

Caplan, Paula J.; Crawford, Mary; Hyde, Janet Shibley;
Richardson, John T. E.
Gender Differences in Human Cognition. Counterpoints: Cognition,
Memory, and Language Series.
PUB DATE- 97
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art
Materials (070),Opinions/Personal Viewpoints/Position
Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Adults; *Cognitive Ability;
*Cognitive Development; Cohort Analysis; *Intelligence;
Literature Reviews; Mathematical Aptitude; Meta Analysis;
Research Design; Research Methodology; Research Needs; Research
Problems; *Sex Differences; Spatial Ability; State of the Art
Reviews; Theories; Verbal Ability
IDENTIFIERS- Scientific Thinking; Study of Mathematically
Precocious Youth

Noting the fascination of both researchers and the general public with possible gender differences in human cognition and whether these differences originate in biology, childhood influences, or cultural stereotypes, this book summarizes research studies on gender differences in cognition. The book examines social and cultural implications of this research focus, and discusses whether differences have decreased over time. Chapter 1 reviews the historical development of research into gender differences with regard to its relevance to contemporary discussions regarding gender differences in intellectual abilities. This chapter also describes issues involved in conducting and evaluating such research, and examines the range of theoretical explanations of findings. Chapter 2 introduces meta-analysis techniques and reviews research on gender differences in verbal, mathematical, spatial, and scientific abilities. In addition, the chapter examines findings from the Study of Mathematically Precocious Youth and describes results suggesting that gender differences have been decreasing. Chapter 3 maintains that research on gender differences in cognition has been poorly conceived and executed, and that its findings have been interpreted to keep women "in their place." The chapter further suggests that profound conceptual and methodological problems undermine the validity of such research, and raises the basic question of why the search for gender differences is so intense. Chapter 4 illustrates some negative consequences of a focus on differences and uses a framework to demonstrate how situational and contextual variables can give rise to systematic gender-related effects of cognitive performance. Chapter 5 integrates the main conclusions from various contributors into a single statement regarding the nature and origins of gender differences in human cognition. Each chapter contains references. (KB)

ED 437 188   PS 028 165

Guy, Kathleen A., Ed.
Our Promise to Children.
SPONS. AGENCY- Canadian Inst. for Advanced Research, Toronto
(Ontario).
PUB DATE- 97
NOTE- 213p.; Also sponsored by the Centre for Studies of Children
at Risk. Preface by Fraser Mustard, Dan Offord, Karen
Goldenberg, and Susan E. Young.

school-age care; (3) designing non-credit training; (4) developing a portfolio process; (5) developing procedures for granting credit for prior learning; and (6) designing an observation instrument through which participants can demonstrate competency. Key issues highlighted by this survey include: (1) in many states, there is a profound lack of communication within SAC, early childhood, and education communities about SAC credentials and other professional development issues; (2) many credentialing efforts do not have a plan in place to collect information about the participants earning credentials, who is being left out, or the impact of the credential on quality; (3) many respondents report anxiety about funding for credentialing programs; and (4) for many efforts, the laxity of state licensing is seen as a hindrance to the use of credentials. The report concludes with a number of recommendations for local or state credentialing efforts. Appendices include the survey and a state-by-state report on credential programs and contact information. (EV)

ED 437 206 PS 028 200

Schlick, Deborah
Faces on the Waiting List: Waiting for Child Care Assistance in Ramsey County. A Survey of Ramsey County Families on the Waiting List for Basic Sliding Fee Child Care Assistance.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Counties; *Day Care; Early Childhood Education; *Employed Parents; Family Attitudes; *Family Programs; Parent Background; *Participant Characteristics; *Welfare Services
IDENTIFIERS- Child Care Costs; *Child Care Needs; Minnesota (Ramsey County); State Supported Day Care Assistance; *Waiting Lists

Concerns about the growing waiting list for the child care assistance program in Ramsey County, Minnesota precipitated a telephone survey study of the experiences and attitudes of families on the waiting list. Participating in the study were 270 families randomly selected as a representative sample of individuals on the waiting list for March through September 1998; the overall response rate was 70 percent. The findings revealed that more than 80 percent of waiting list families were working, almost all full-time, with the majority earning $7.00 to $10.00 per hour. Two-thirds of the occupations represented on the waiting list were in the service and trade industries, similar to that typical in the region. Over 60 percent applied for assistance because of a change in their work situation or because of economic need. More than half the families would change their child care arrangement if assistance were received due to unreliable, inappropriate, unsafe, or unclean conditions. Half the families were using families or friends for free or low-cost care, with two-thirds using their savings. Based on these findings, it was concluded that child care assistance for these families would benefit the tight labor market, result in less loss of employees, and would provide a small number of families with opportunities to develop skills for better paying jobs. (Seven appendices include details of some of the results and a description of the study methodology. Two attachments are included.) (KB)

ED 437 207 PS 028 201

PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Support; *Child Welfare; *Children; Divorce; *Fathers; *Individualism; Parent Child Relationship; Parent Responsibility; Prevention; Values
IDENTIFIERS- *Child Support Enforcement

Noting that fewer than half the single mothers in the United States receive complete and regular child support payments, this paper discusses reasons for unpaid child support, examines whether stricter enforcement of child support obligations will help solve the overall problem, and proposes another option for solving the problem of unpaid child support. Typical cases of unpaid child support are presented to illustrate the range of situations considered. The paper examines the current trend of forcing fathers to pay child support and describes recent legislation to increase fathers' financial contributions or to locate delinquent fathers. The paper notes that child support payment enforcement is not sensitive to fathers' individual situations, such as differences in social ties or changes in the family structure, and asserts the need to consider how to help fathers and mothers increase their incomes. Further, the paper maintains that legislation has contributed to the dissolution of families because financial contributions are guaranteed to divorced and never-married mothers. It is argued that American family dissolution and problems in obtaining child support are related to American values of freedom, individualism, and independence. The paper maintains that stricter enforcement of child support does not help to solve the overall problem because it is related to the abuse of the values of freedom, individualism, and independence. The paper concludes by proposing an after-school prevention program targeting junior and senior high school African American males in high unemployment areas. Contains 28 references. (KB)

ED 437 227 PS 028 235

Bika, Anastasia
Defining Elements in the Planning of Early Childhood Classrooms as Parameters in the Development and Education of the Child.
PUB DATE- 96
NOTE- 11p.; Paper presented at the European Conference on the Quality of Early Childhood Education (6th, Lisbon, Portugal, September 1-4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Organization; *Classroom Design; *Classroom Environment; Classroom Furniture; Foreign Countries; *Preschool Children; Preschool Education
IDENTIFIERS- Greece (Thessaloniki)

Noting that the design of the classroom used for early childhood and kindergarten classes can contribute in powerful ways to the education of young children, this paper applies principles of architecture to the organization and shaping of the interior classroom space. The paper maintains that five principles, when applied, create a climate of multiple opportunities and choices: (1) synthesis and creativity; (2) harmony and symmetry; (3) contrasts of light and color; (4) motion and curriculum review and reform (cultural needs and differences, the value of multicultural education, importance of self-esteem and identity, need for teacher knowledge of cultural and ethnic differences, need to stabilize indigenous languages, incorporation of Aboriginal values into the social studies curriculum, and rationale for curriculum reform). A cooperative or mutualistic curriculum development model is recommended that involves provincial governments working closely with Aboriginal parents and communities. Specific recommendations for the social studies curriculum framework cover Aboriginal languages, identity and diversity, Aboriginal history, community, and Aboriginal education. (Contains 50 references.) (SU)

ED 437 245 RC 022 197

Szasz, Margaret Connell
Education and the American Indian: The Road to Self-Determination since 1928. Third Edition, Revised and Enlarged.
PUB DATE- 99
NOTE- 343p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *American Indian Education; American Indian History; *Educational Administration; Educational Change; Educational History; *Educational Policy; Elementary Secondary Education; *Federal Indian Relationship; Federal Programs; Politics of Education; *Self Determination; Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs

First published in 1974, this book was the first full-length study of federal Indian education policy. This revised edition brings the material up to date with the addition of analysis and interpretation of trends and policies that shaped Indian education in the 1980s and 1990s. Chapters are arranged chronologically and cover specific eras such as the administration of education directors of the Bureau of Indian Affairs (BIA). Chapter titles are: (1) "Introduction"; (2) "Background: Federal Indian Education, 1870-1926"; (3) "W. Carson Ryan: From the Meriam Report to the Indian New Deal"; (4) "John Collier and Willard Walcott Beatty: New Deal Architects of Education"; (5) "New Deal Innovations: Progressive Education and Anthropology"; (6) "Theory Confronts Reality: Cross-Cultural Education"; (7) "Training Teachers for Cross-Cultural Education"; (8) "The Johnson-O'Malley Act: Indian Children and Public Schools, 1928-1945"; (9) World War II and the Postwar Years"; (10) "Hildegard Thompson: Education for an Urban, Technological Society"; (11) "New Directions in Federal Control"; (12) "Indian Organization and Leadership"; and (13) "Indian-Controlled Schools." Appendices include acronyms and abbreviations, colleges and other institutions of the American Indian Higher Education Consortium, Executive Order 13096 (August 1998) concerning American Indian and Alaska Native education, BIA and U.S. Department of Education administrators, and BIA schools. (Contains references in notes, a lengthy bibliography, photographs, and an index.) (SU)

ED 437 246 RC 022 199

Duraisamy, P.; James, Estelle; Lane, Julia; Tan, Jee-Peng
Is There a Quantity-Quality Trade-Off as Enrollments Increase? Evidence from Tamil Nadu, India. Policy Research Working Papers.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English

SPONS. AGENCY- AEL, Inc., Charleston, WV.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 40p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Chicago, IL, August 4-8, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; Community Cooperation; *Community Development; Democratic Values; *Economic Change; *Educational Change; Elementary Secondary Education; *Policy Formation; Rural Areas; Rural Development; *Rural Schools; *School Community Relationship
IDENTIFIERS- *Community Viability

This paper lays out a rationale for building local rural development policies that focus on potential strengths of school-community relationships, while empowering local citizens. Rural communities and their schools are caught up in trends that complicate policy at all levels. These trends include changes related to national and global economic restructuring, devolution of government, and systemic education reform based on higher standards and accountability. The rural school-community relationship is crucial to community sustainability. In rural communities buffeted by changes that have depleted capital, tax bases, institutional resources, and population, schools may be one of the few remaining vital institutional forces. Despite the perils and problems, the confluence of economic restructuring, government devolution, and systemic school reform offers schools and communities an opportunity to form new relationships based on their mutual dependency, the promise of improved quality of life, democratic ideals and practices, and the urgency of community survival. Rural school officials and community leaders must cooperate in formulating holistic community-development policies that address local needs, include diverse citizen participation, and build community capacity to enhance democratic processes. School governance is already changing, as efforts to increase accountability demand meaningful community engagement. In their role as a local institution, schools must also become community centers that engage the whole community in their operating decisions, services, and programs. Conversely, rural communities must use schools as democratizing institutions that train adaptable citizens and workers to sustain community life in an uncertain future. (Contains 41 references.) (SV)

ED 437 264 RC 022 232

Directory of Services for Migrant and Seasonal Farmworkers and Their Families. Harvests of Hope.
PUB DATE- 99
NOTE- 144p.; For the 1997 directory, see ED 412 038.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Advocacy; Elementary Secondary Education; Family Programs; Federal Government; *Federal Programs; *Human Services; Legal Aid; *Migrant Education; Migrant Health Services; *Migrant Programs; Migrant Workers; *National Organizations; National Programs; Preschool Education; *State Agencies; State Programs
IDENTIFIERS- Nutrition Services

This directory provides information on federal and state programs

Animals as Our Companions: World's Largest Math Event 6.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Animals; Elementary Secondary Education; Geometry; *Mathematics Activities; *Mathematics Instruction; Number Concepts; Science Education
IDENTIFIERS- National Council of Teachers of Mathematics

The World's Largest Math Event 6 (WLME 6) is the National Council of Teachers of Mathematics' (NCTM) celebration of mathematics and mathematics education and is the highlight of Mathematics Education Month. This year's event, slated for April 28, 2000, features the theme "Animals as Our Companions". This theme encourages students to explore the mathematics of animals, from using geometry to construct a doghouse to using decimals to compare the sprinting speeds of wild animals. This document includes 14 activities related to this theme for teachers to investigate with their students. (Contains 40 references.) (ASK)

ED 437 290 SE 063 160

Guha, Smita
Temperate Facts in Fictitious Time.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Heat; *Measurement Techniques; *Role Playing; Science Activities; *Science History; Science Instruction; Scientists; Teaching Methods; *Temperature

This paper describes a fictitious scene that could be used to support role-playing activities in the science classroom. The scripted scenes contain interviews with Gabriel Fahrenheit and Anders Celsius regarding the development of their temperature scales. Although the scenes are imagined, the scientific concepts are factual and could be used to teach some aspects of the history of science. (Contains 11 references.) (WRM)

ED 437 291 SO 029 475

Myers, Robert E.
Facing the Issues: Creative Strategies for Probing Critical Social Concerns.
PUB DATE- 94
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creative Thinking; *Critical Thinking; Intermediate Grades; Learning Activities; Secondary Education; *Skill Development; *Social Problems; *Social Sciences; Social Studies; Student Educational Objectives; Units of Study
IDENTIFIERS- *Creative Problem Solving

The 52 units that comprise this book were devised with the goal contains statewide summaries of students enrolled in selected mathematics and science courses for grades 9-12 in California public schools by ethnic group for 1987-88 and October 1997. Appendix C presents U.S. Department of Education data about degrees earned in traditionally male-dominated fields of study. (Contains 78 footnotes and extensive tables of data.) (BT)

ED 437 311 SO 031 188

Brophy, Jere; Alleman, Janet
Primary-Grade Students' Knowledge and Thinking about Shelter as a Cultural Universal.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 312p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cultural Context; Curriculum Development; *Housing; Individual Needs; Interviews; *Knowledge Level; Primary Education; *Social Studies; *Student Attitudes; Student Surveys
IDENTIFIERS- Basic Human Needs; Cultural Universals

The traditional K-3 social studies curriculum has focused on food, clothing, shelter, communication, transportation, and other cultural universals. A study was designed to provide information with respect to the topic of shelter, and in the process, to assess claims that primary grade students do not need instruction in the topic because they learn what they need to know about it through everyday living. Interviews were conducted with 216 K-3 students, stratified according to grade level, socioeconomic status (SES) level, achievement level, and gender. Analysis of responses indicated that although they understood a few things clearly, their knowledge about key aspects of shelter was quite limited, mostly tacit rather than well-articulated, frequently distorted by misconceptions, and scattered rather than well-organized into coherent networks structured around big ideas. Students did understand that shelter is a basic need, could describe some of the formal aspects of different types of homes, and shared knowledge of certain norms (for example, owning rather than renting). Large and usually statistically significant grade level effects were observed for most variables, indicating advances in accuracy and completeness of knowledge as students progressed through the K-3 range. Relationships with SES level, achievement level, and gender were much weaker and less often statistically significant. K-3 students' knowledge of shelter might be taken into account in planning instruction on the topic, and a powerful unit on shelter would differ from the trite treatments of the topic typically found in elementary social studies textbook series. (Contains 14 tables of data and 37 references. Appendixes contain interview questions, coding of responses, and drawings and pictures of diverse types of shelter.) (Author/BT)

ED 437 312 SO 031 210

Atwood, Kay
Historic Cemeteries: Where Stones Talk. A Lesson Plan for Third and Fourth Grade Elementary Students.
SPONS. AGENCY- National Trust for Historic Preservation, Washington, DC.
PUB DATE- 98
NOTE- 63p.; Accompanying videotape, "Where Stones Talk," not

social studies teaching were pilot-taught in a secondary social studies methods course. The seven modules emphasized the World Wide Web as a resource for teachers and students. Pre- and post-course surveys were conducted with the 24 students in the course. Both qualitative and quantitative evidence showed that most methods students valued, understood, and were able to use the Web in planning instruction. No conclusions can be drawn about the impact of the modules or instruction on the students in the course. The freestanding module approach does not appear to be an efficacious approach to integrating technology use in teacher education courses or programs. The revised modules are available on the Web for other methods instructors to adopt or adapt. (Author/BT)

ED 437 332   SO 031 372

Grant, S. G.
Teachers and Tests: Elementary and Secondary School Teachers' Perceptions of Changes in the New York State Testing Program.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (79th, Orlando, FL, November 19-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Focus Groups; *Standardized Tests; *State Programs; Student Evaluation; *Teacher Attitudes; *Testing Programs
IDENTIFIERS- Interpretive Research; *New York; Relationship Change Research

This paper uses data collected through focus group interviews over two years to explore the relationship between teachers and tests. In the first year of data collection, two focus groups were organized; one group was composed of 7 elementary school teachers and counselors and the other group was composed of 12 high school teachers. The participants, with varied teaching experiences, represented a cross section of urban, suburban, and rural school districts in western New York State. Each of the 2-hour focus group interviews was tape recorded and transcribed. During the second year of data collection, separate elementary and secondary focus groups were organized. Post-interview evaluations were completed by participants. All data were analyzed from an interpretive stance emphasizing the importance of context and the multiple ways individuals construct meaning. The three patterns synthesized from the data relate to the nature and substance of the tests, the professional development opportunities available to teachers, and the rationales for and the consequences of the state examinations. Analysis suggests that teachers see the New York State tests as a mixed bag. Teachers across grade levels and subject areas express an uneasy combination of hope and fear, anticipation and dread. The focus group teachers reported that school-, grade-, and/or department-level professional development activities generally were more useful than state or district efforts. Findings suggest that teachers need to be much more involved in the process of changing state assessments and professional development needs to be more attuned to the different needs teachers have. (Contains 48 references; focus group protocol is appended.) (BT)

Section 7 examines whether time spent in PE during school decreases learning in other areas. Evidence suggests that PE does not detract from learning in other areas. Section 8 discusses reasons for including regular PE in the curriculum. (Contains 43 references.) (SM)

ED 437 352 SP 038 934

Fuller, Heidi A.; Bond, Christine A.
College Health Education Evaluation: A Bibliography.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; College Students; *Comprehensive School Health Education; Educational Research; *Evaluation Methods; Health Behavior; Higher Education; Life Style; *Program Evaluation; Student Behavior

This bibliography presents approximately 175 listings of journals, journal articles, papers, and books that focus on college health education and college health education evaluation. (SM)

ED 437 353 SP 038 935

Guiden, Mary
Teen Pregnancy Prevention. A Legislator's Guide.
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- 99
NOTE- 32p.; Contains pages of several different sizes.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Comprehensive School Health Education; *Early Parenthood; Males; Mass Media Use; *Pregnancy; Secondary Education; *Sex Education; Sexuality; Youth Programs
IDENTIFIERS- Abstinence; Social Consequences

This publication presents an overview of adolescent pregnancy, including national and state statistical information; funding sources for teen pregnancy prevention programs; examples of the effects of teen pregnancy prevention on society; illustrations of teenagers' perspectives on the issue; recent developments and initiatives in the arena of teen pregnancy prevention; and examples of programs that have been implemented across the states. An overview explains that teen birth rates are down for the first time in more than 10 years, but the United States still has higher teen pregnancy rates than any other industrialized nation. The overview notes that prevention efforts make a significant difference. Stories from several teenage parents emphasize the complexities and difficulties of being teen parents. A listing of national resources that exist to help federal, state, and local policymakers better understand the issue of adolescent pregnancy is presented. The resource listings include a description of the organization and contact information. (SM)

ED 437 354 SP 038 936

Fuller, Heidi A.
The Focus Group as an Effective Tool in College Health Education

Preservice Teacher Education; Special Education Teachers; *State Legislation; *Teacher Recruitment
IDENTIFIERS- *California

This digest provides a summary at-a-glance of critical legislative activity and related reports that have addressed many facets of California's teacher recruitment and development challenges over the decade. The nine chapters focus on: "Teacher Recruitment," "University-Based Teacher Preparation," "Teacher Credentialing," "Alternative Certification/Preparation," "Paraeducator-to-Teacher Preparation," "Bilingual Teacher Preparation," "Special Educator Preparation," "Pre-Collegiate Teacher Recruitment," and "Teacher Induction." (Contains 74 references.) (SM)

ED 437 374 SP 038 960

Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs: A Description of Professional Induction for Beginning Teachers.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Administrator Role; *Beginning Teacher Induction; *Beginning Teachers; Educational Finance; *Educational Quality; Elementary Secondary Education; Faculty Development; Personnel; Program Development; Program Evaluation; *State Standards; *Teacher Effectiveness; Teacher Evaluation

This report presents California's standards, which are intended for use by local planners to design, implement, and evaluate beginning teacher induction programs. For each standard, there is a statement of the standard itself, a rationale explaining why it is important, and a series of criteria to be used by program designers and evaluators in judging whether programs are designed and being implemented to meet standards. The standards are organized into three categories. Category 1, Program Design, Organization, and Context, includes: (1) Sponsorship and Administration of the Program; (2) Program Rationale, Goals, and Design; (3) Collaboration; (4) School Context and Working Conditions; and (5) Roles and Responsibilities of Site Administrators. Category 2, Delivery of Integrated Support and Assessment to Beginning Teachers, includes: (6) Selection of Support Providers/Assessors; (7) Provision of Professional Development for Support Providers/Assessors; (8) Formative Assessment of Beginning Teacher Performance; (9) Development and Use of Individualized Induction Plans; (10) Provision of Individualized Assistance and Support by Support Providers/Assessors; and (11) Design and Content of Formal Professional Development Activities for Beginning Teachers. Category 3, Resources and Program Development, includes: (12) Allocation and Use of Resources and (13) Program Development, Evaluation, and Accountability. (SM)

ED 437 375 SP 038 961

California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

teachers and students to see how culture is lived as people make and remake their worlds. Second, reading ethnographies helps people uncover presuppositions such as those examined in this paper. (Contains 47 references.) (Author/SM)

ED 437 395 SP 038 988

Professional Staff by Assignment, Race/Ethnicity and Gender: Maryland Public Schools, October 1998.
PUB DATE- 98
NOTE- 79p.; For professional staff by assignment, race/ethnicity and Gender: Maryland Public Schools 1997, see ED 405 362.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Teachers; Elementary Secondary Education; Ethnicity; *Principals; *Public Schools; *Race; *Sex; Tables (Data)
IDENTIFIERS- *African Americans; Maryland

This report presents information about the racial and gender breakdown of central office and school-level professional personnel in Maryland local education agencies (LEAs) as of October 15, 1998. Data were submitted by LEAs on the Annual Staff Report, which includes all employees except those paid on an hourly basis, daily substitutes, and special contractual employees. Staff members are classified on the basis of work assignments. These classifications correspond with position codes listed in the Instructions for the Annual Staff Reporting, Maryland Public Schools, April 1997. The percentage distribution of professional staff in race/ethnicity slightly changed from 1997-98 to 1998-99. African-American selected professional staff increased from 32.6 percent in 1997-98 to 33.2 percent in 1998-99. The number of African-American principals increased from 408 to 412. The race/ethnicity distributions of teachers for the past 4 school years are provided in this report's tables. The percentage of white teachers decreased at all levels from 1995-96 to 1998-99. The percentage of African-American teachers increased at the middle and secondary levels. The percentage of other race/ethnicity teachers increased slightly at all levels. (SM)

ED 437 396 TM 030 365

Gruber, Kerry J.; Rohr, Carol L.; Fondelier, Sharon E.
Schools and Staffing Survey 1990-91: Data File User's Manual. Volume I: Survey Documentation.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 94
NOTE- 513p.; For volumes II and III, see ED 435 733-734.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Coding; Data Analysis; Elementary Secondary Education; National Surveys; *Research Methodology; Response Rates (Questionnaires); Sample Size; *Sampling; School Personnel; School Statistics; *Teachers; User Needs (Information)
IDENTIFIERS- Data Files; *Schools and Staffing Survey (NCES)

This volume documents the data collection of the 1990-91 Schools

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Demography; Elementary Education; Ethnicity; *Institutional Characteristics; Poverty; *Prediction; Research Methodology; *Student Characteristics; Test Results
IDENTIFIERS- South Carolina

It is generally recognized that the home background of students is important for their achievement and progress through school, but obtaining accurate information is becoming increasingly difficult. School-level indicators of socioeconomic status, although coarse, may consist of more than the sum of family backgrounds of students attending the school. They add a "community" context, especially in state elementary schools that serve a defined local area. The usefulness of school-level data on poverty and ethnicity in predicting individual achievement of students in the Advanced Program (program for the most academically able students) was tested for a school district in South Carolina. Although other school and individual indicators were considered, the major focus of this paper is the relationship of poverty of the total school, as measured by the proportion of students receiving free or reduced-price lunches, with the MAT7 basic skills reading and mathematics scores of 1,394 students in years 3 to 5. Analyses indicate that, at least in this situation, the use of aggregated school-level variables for poverty and ethnicity were as efficacious as similar student variables in predicting or explaining individual student achievement in basic skill areas. The implications for educational research are discussed. The likelihood is that a set of aggregated social data will be more complete than a comparable data set containing individual student data. (Contains 6 tables and 12 references.) (SLD)

ED 437 418 TM 030 570

Nunno, Michael
Designing Evaluation Strategies Which Support Skills Training and That Report Individual Performance Measures for Child Protective Services Personnel.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Evaluation Association (14th, Orlando, FL, November 2-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Welfare; *Evaluation Methods; *Professional Personnel; *Program Evaluation; *Skill Development; *Training
IDENTIFIERS- Child Protection; *New York

State child welfare systems need to invest significant resources developing training programs that build knowledge and skill levels of the child welfare workforce. Often these training programs have produced only limited results, perhaps because the training is not linked directly to the knowledge and skills necessary to perform complex human services tasks. New York sought to improve its training effectiveness by developing an outcome-based child protective curriculum derived from knowledge and skill competencies articulated by its child welfare supervisory and managerial workforce. This movement to an outcome-based curriculum necessitated a major shift in evaluation strategy from testing group learning to testing individual performance. This paper addresses this shift and

This report attempts to provide a comprehensive picture of total federal financial support for education since fiscal year (FY) 1980, the year the U.S. Department of Education was created. Programs residing in other federal agencies are included in order to account fully for all federal education expenditures. Federal support for education, excluding estimated federal tax expenditures, was an estimated $115.6 billion in FY99, an increase of 84% since FY90. After adjustment for inflation, federal support for education increased 47% between FY90 and FY99. On-budget federal funds for education programs were estimated at $82.8 billion in FY99. Off-budget support and nonfederal funds generated by federal legislation were estimated at $32.8 billion, an increase of 193% in current dollars between FY90 and FY99 and 134% in constant dollars. Over 58% of federal education support, excluding estimated federal tax expenditures, went to educational institutions in FY99. Another 20% was used for student support. The remaining 22% went to banks and other lending agencies, libraries, museums, and federal institutions. Schools and colleges derive 11% of their FY99 revenues from the federal government, with the remaining revenues coming from state and local governments. The estimated federal share of expenditures of educational institutions declined from 14% in FY80 to 10% in FY90 and up to 11% in FY99. Seven appendixes contain detailed tables of financial information. (Contains 16 tables and 3 figures.) (SLD)

ED 437 442 TM 030 629

Bandeira de Mello, Victor; Young, Beth Aronstamm
State Profiles of Public Elementary and Secondary Education, 1996-97. Statistical Analysis Report.
PUB DATE- 00
NOTE- 499p.; For 1991-1992 profiles, see ED 380 486.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Elementary Secondary Education; Expenditures; *Institutional Characteristics; Profiles; *Public Schools; School Personnel; School Size; *State Norms; State Surveys; *Student Characteristics; Tables (Data)
IDENTIFIERS- United States Territories

This report presents summary data on the general characteristics, fiscal revenues and expenditures, education agency and school numbers and sizes, and students and staff for each state, the District of Columbia, the Department of Defense Dependents Schools, and five outlying areas (American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the Virgin Islands). The factors for which data are presented are those most commonly used to present a thumbnail sketch of the resources, needs, organizations, and special characteristics of education within a state. The report is divided into the U. S. profile, rankings of the states, and profiles of the states and outlying areas. Each profile presents five categories of relevant information: (1) general characteristics; (2) agency/school information; (3) student information; (4) staff information; and (5) fiscal information. Data are presented in 627 figures. An appendix contains standard error tables. (SLD)

ED 437 443 UD 033 211

Xue, Yange; Atkins-Burnett, Sally
Differential Effects of School Academic Pressure on the Gender

DESCRIPTORS- Adults; Attitudes; *Constructivism (Learning); Elementary Education; *Elementary School Students; Employment; Foreign Countries; *Gender Issues; Role Playing; *Sex Role; *Stereotypes
IDENTIFIERS- England; *Poststructuralism

The constructions of gender formed by elementary school children, aged 7 through 11 years, were studied in relation to their own lives and the issue of adult occupations as revealed in children's role plays. Data were collected from dialogue and role play with 145 children in primary schools in England, and these data were analyzed in a theoretical framework that combines aspects of post-structuralism and feminism. Findings indicate that children, in their desire for secure gender identity, actively construct the genders as opposite through ritualized and stereotypical forms of talk and behavior. Their oppositional constructions of masculine and feminine are revealed in sexist incidents. These constructions affect children's power positions in the classroom. The research findings suggest that the way to address these power inequalities is to deconstruct the notion of gender as relational. Some suggestions are offered on how this can be achieved in the classroom. (Contains 18 tables, 1 figure, and 168 references.) (SLD)

ED 437 465 UD 033 256

Bleach, Kevan, Ed.
Raising Boys' Achievement in Schools.
PUB DATE- 98
NOTE- 218p.; Published by Trentham Books Limited.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Educational Improvement; *Educational Practices; Elementary Secondary Education; Foreign Countries; *Males; Partnerships in Education; Teaching Methods
IDENTIFIERS- United Kingdom

This book offers insights into the range of strategies and good practice being used to raise the achievement of boys. Case studies by school-based practitioners suggest ideas and measures to address the issue of achievement by boys. The contributions are: (1) "Why the Likely Lads Lag Behind" (Kevan Bleach); (2) "Helping Boys Do Better in Their Primary Schools" (Colin Noble); (3) "What Difference Does It Make?" (Kevan Bleach); (4) "Boys and Literacy" (Graham Frater); (5) "Raising Boys' Achievement in English" (Val Penny); (6) "A Multi-Layered Approach to Raising Boys' (and Girls') Achievement" (Brian Terry and Liz Terry); (7) "A Different Style of Learning" (Alan Davison and Christopher Edwards); (8) "Peer Counseling at The Boswells School, Chelmsford" (John Ryder); (9) "Teaching Boys and Girls in Separate Classes at Shenfield High School, Brentwood" (Beverley Swan); (10) "Co-Education, Boys, Girls, and Achievement" (Brian Matthews); and (11) "Improvement through Partnership" (Wendy Bradford). Each chapter contains references. (SLD)

ED 437 466 UD 033 257

Carnes, Jim, Ed.
Responding to Hate at School: A Guide for Teachers, Counselors and Administrators.
PUB DATE- 99
NOTE- 69p.; "Published by Teaching Tolerance."

Standard for High Achievement.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Disadvantaged Youth; Elementary Education; *Instructional Leadership; Low Income Groups; Parent Participation; *Principals; Public Schools; *Urban Schools; Urban Youth

The Salvatori Prize for American Citizenship is given annually by The Heritage Foundation to recognize extraordinary efforts by American citizens who are helping their communities solve problems the government has been unable to solve. The 1999 Salvatori Prize has been awarded to seven principals who prove that there is no excuse for the failure of most public schools to teach poor children. The seven winners show that all children can excel. The schools they lead score at or above the 65th percentile on nationally-normed examinations even though 75% or more of their students qualify for free or reduced-price lunch. The experiences of these principals show that there are seven common elements of high-performing schools: (1) principals must be free; (2) principals must use measurable goals to establish a culture of achievement; (3) master teachers bring out the best in a faculty; (4) rigorous and regular testing leads to continuous student achievement; (5) achievement is the key to discipline; (6) principals work actively with parents to make the home a center of learning; and (7) effort creates ability. A profile of each principal and a description of the school are attached. Each profile contains notes. (SLD)

ED 437 489 UD 033 293

Bositis, David A.
National Opinion Poll--Education, 1999.
SPONS. AGENCY- Smith Richardson Foundation, Inc., Greensboro, NC.
PUB DATE- 99
NOTE- 20p.; For the 1997 poll report on politics, see ED 418 187.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Adults; *Blacks; Educational Finance; *Elementary Secondary Education; *Public Opinion; *School Safety; Surveys; Test Use; Whites
IDENTIFIERS- African Americans

This report is the fourth in a series that tracks the attitudes of African Americans and the general public in the area of education. The 1999 poll was a survey of 1,678 adults, conducted in May 1999. The survey's questions cover a broad range of topics, including politics, education, crime and criminal justice policy, the 2000 Census, immigration, and race relations. The survey has two components: a national general population sample of 850 adults and a national sample of 900 adult African Americans. Seventy-two African Americans who responded were in both samples. Whites' views on education had changed little since the 1998 poll, but African Americans' views on education were generally less optimistic than those expressed in the 1998 survey. There was solid black support for statewide standards and tests, although a significant minority of African Americans believe that such standards and tests are unfair to minority group members. In the 1999 survey, as in previous years, there is strong support among African Americans

Countries; Maori; *Maori (People); Pacific Islanders; Parent Education; Position Papers; Preschool Education; *Public Policy
IDENTIFIERS- *New Zealand
This annual report outlines the mission and goals of New Zealand's Early Childhood Development Unit (ECDU), established in 1989 to promote the development and provision of high quality, accessible, and culturally appropriate educational and developmental facilities and services for families and young children. The report contains a directory of ECDU addresses, a brief description of ECDU, statements of the office's mission and values, and reports by ECDU's chairperson, chief executive, and the audit office. Activity areas and financial information are included. Specific information is presented on three output areas: (1) provision of information and advisory services; (2) parental development; and (3) management of contracts. (KB)

ED 437 151 PS 026 248

Program Self-Assessment: Even Start Family Literacy Programs.
PUB DATE- 94
NOTE- 107p.; For related document on Even Start Family Literacy Programs, see ED 393 087.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Early Childhood Education; Evaluation Criteria; Evaluation Methods; *Family Literacy; *Program Evaluation; *Self Evaluation (Groups)
IDENTIFIERS- *Even Start
This booklet contains a self-assessment tool using the quality considerations in "The Guide to Quality for Even Start Family Literacy Programs." These rating scales are offered as a way to examine aspects of operations to identify Even Start program strengths and weaknesses, determine where local evaluation might be focused, or plan staff development. For each quality consideration under each topic, a scale is provided for rating how descriptive that consideration is of the program being assessed (1 = very descriptive, 5 = not at all descriptive). A space is provided to write notes explaining the rating. The assessment topics are: (1) integration of components; (2) collaboration; (3) recruitment; (4) parent-child interactions and parenting; (5) home visiting; (6) adult education/adult literacy; (7) early childhood program settings; (8) retention of families; (9) transitions; and (10) staff development. (EV)

ED 437 152 PS 026 339

Heath, Harriet
Parents and Their Newborn Visit the Classroom. Unit 1. Education for Parenting/Learning How To Care.
PUB DATE- 95
NOTE- 63p.; For Units 2 and 3, see PS 026 340-341.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Rearing; Curriculum Guides; Elementary Education; *Elementary School Curriculum; Elementary School Students; *Infant Care; Lesson Plans; *Neonates; *Parenthood Education; *Parenting Skills; Teaching Guides; Teaching Methods
IDENTIFIERS- Caring
This manual is intended for teachers who envision the value of teaching parenting/caring to elementary school children but have minimal time and little opportunity for training. The

process with skill prerequisites lacking in infancy, unfolding slowly in preschool, and developing into full form between 5 and 9 years. Implications of findings for infantile amnesia are noted. The book maintains that consciousness develops more slowly and later than generally believed: until about age 5 children do not code knowledge in a consciously accessible form, and young children's knowledge is not consciously accessible as episodic recollections. The book notes that spatial skills seem to contribute to the appearance and development of consciousness. It is argued that the human person emerges with the emergence of active self-representation, autobiographical memory, and a sense of self lending continuity to experience and further suggests that dream data are the best source of information on the development of a conscious mental life. Further, the book posits that the late development of narrative dreaming suggests an equally late development of waking reflective self-awareness. Finally, the book supports the legitimacy of studying the psychological realm. The book's appendix documents two children's dream reports. Contains 115 references. (KB)

ED 437 170 PS 028 059

Landerholm, Elizabeth
Integration of Old and New Technology: Computers, Photography, and Video Technology in an Even Start Family Literacy Project.
SPONS. AGENCY- Illinois State Office of Education, Springfield.
PUB DATE- 99
NOTE- 17p.; "This research was completed with the help of an Even Start Grant from the Illinois State Board of Education."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Computer Uses in Education; *Computers; Early Childhood Education; *Family Literacy; Family Programs; Family School Relationship; Parents as Teachers; *Photography; Program Descriptions; Program Evaluation; *Videotape Recordings
IDENTIFIERS- Chicago Public Schools IL; *Even Start

McCosh Even Start is a federally funded project at McCosh School in an inner-city Chicago neighborhood and is administered as a partnership between Northeastern Illinois University and the Chicago Public Schools. The program's goals are to help parents: (1) become involved with the school by becoming comfortable at the school, making friends, and having enjoyable experiences; (2) enjoy reading and writing and to replicate these experiences with their children; (3) enjoy and understand science, math, and computer and video technology and to replicate this knowledge with their children; and (4) improve their own literacy and job-hunting skills. This paper describes the program's components, including home visiting, an after-school literacy program, field trips, computer classes, and the use of videotaping and photography to document learning. The paper focuses on the use of computers, video technology, and photography as tools to develop literacy as well as to document the literacy progress of parents and children. Also detailed is an evaluation of results of the program, whereby staff, parents, children, and a video documenter collaborated to use strategies that complimented the program's routine and minimized the interruptions to parent-child involvement. These indicators of literacy improvement included video documentation, parent interest questionnaires, observations, book logs, photo collections with personalized captions,

LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Behavior Development; Child Advocacy; Child Behavior; *Child Development; Child Health; *Childhood Needs; *Children; Childrens Rights; Community Influence; *Community Involvement; Community Role; Developmental Stages; *Early Experience; Early Intervention; Elementary Education; Foreign Countries; Physical Development; Preschool Education
IDENTIFIERS- *Canada; Early Childhood Development Programs

This book is the result of a nationwide collaborative effort in Canada to draft national goals on healthy child and youth development. Following a brief introduction, the book is divided into three main sections. Section one examines how children develop in the following four chapters: (1) "The Mind Matters: A Child's Developing Brain"; (2) "No Time To Waste: Early Experiences Are Key"; (3) "Bouncing Back: Children's Resilience"; and (4) "More Reasons To Invest in Children: Child Development and a Changing World." Section two examines what makes a difference to children's development in the following five chapters: (5) "What All Children Need: Four Determinants of Optimal Child Development"; (6) "Childhood Should Be Protected: The First Determinant of Optimal Child Development"; (7) "Relationships are Key: The Second Determinant of Optimal Child Development"; (8) "Opportunity and Hope: The Third Determinant of Optimal Child Development"; and (9) "Community Is Us: The Fourth Determinant of Optimal Child Development." Section three examines how society can make a difference in the following two chapters: (10) "Communities in Action"; and (11) "Finding Solutions and Taking Action." The book's six appendices highlight new research, assessment, relevant Canadian organizations, health goals, criteria for research, and contributors. (SD)

ED 437 189 PS 028 166

Harlen, Wynne; Malcolm, Heather
Setting and Streaming: A Research Review. Revised Edition. SCRE Publication 143. Using Research Series 18. "Using Research Series" formerly "Practitioner Minipaper Series."
PUB DATE- 99
NOTE- 79p.; For 1997 edition, see ED 408 085.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Grouping; Academic Ability; *Academic Achievement; *Educational Research; Elementary Secondary Education; Foreign Countries; Grouping (Instructional Purposes); *Heterogeneous Grouping; *Homogeneous Grouping; Literature Reviews; State of the Art Reviews
IDENTIFIERS- Scotland

Using a best evidence synthesis model, this book reviews research conducted in primary/elementary and secondary schools in the United States and in Great Britain on setting and streaming (ways of grouping pupils according to ability). The review concludes that research provides no evidence that student achievement at the primary/elementary school level is raised either by streaming (grouping by general ability) or setting (grouping by subject ability) within the school. Within-class ability grouping at the elementary school level has been found to have advantages for mathematics achievement. At the secondary level, there is no consistent and reliable evidence of positive effects of setting and streaming in any subjects, or for students of particular ability levels. Evidence suggests

Middleton, Yvette; Vanterpool, Sandra M.
TV Cartoons: Do Children Think They Are Real?
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cartoons; Childhood Attitudes; *Childrens Television; Cognitive Development; Elementary School Students; Fantasy; Grade 3; Parents; Primary Education; Surveys; Television Surveys; *Television Viewing; *Violence
IDENTIFIERS- Appearance Reality Distinction; Fantasy Reality Dichotomy; Perceived Reality

Noting the research finding that children watch an average of 20 to 25 violent acts per hour on Saturday morning cartoons, this paper discusses cartoon violence and presents the findings of a survey examining children's ability to differentiate between real and fantasy violence in television cartoons and the impact of such violence. Participating were 23 third graders and their parents. Findings indicated that 20 of the students watch cartoons before and after school and while doing homework, with 78 percent indicating that they watch cartoons with a sibling or a friend, and 4 percent watching with their parents. "Rugrats" was selected as the favorite cartoon, followed by "Pokemon" and "Dragon Ball Z." Over 40 percent reported that they enjoyed watching characters fight, 26 percent that they liked to see shootings, and 30 percent that they enjoyed viewing characters being blown up, bloodied, or stabbed; no students indicated that they did not like cartoon violence. Fifty-six percent of the students indicated that they thought the cartoons were real. Thirty-four percent of the parents indicated that they watched cartoons with their children. Seventy-three percent of parents reported that they thought cartoons were not too violent for young children. After completing the survey, most parents admitted that they did not have much time to monitor their children's viewing, and that viewing was controlled mostly by older siblings. (Author/KB)

ED 437 208   PS 028 203

Di Maria, Marie J.
Issues of Social Promotion.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Educational Improvement; Elementary Education; *Elementary School Students; *Elementary School Teachers; *Grade Repetition; Questionnaires; *Social Promotion; Student Needs; *Student Promotion; *Teacher Attitudes
IDENTIFIERS- New York City Board of Education

Noting the difficult decision faced by educators each year regarding the placement of students who are not performing at grade level, this paper examines issues related to social promotion and retention of elementary school students and presents the findings of a questionnaire study of elementary school teachers in New York. The paper argues that neither social promotion nor retention meets the needs of students who fail to achieve and makes a variety of suggestions for improving the learning environment, including using mixed age groups. The study described entailed a 10-item questionnaire distributed to 20 kindergarten through fifth grade teachers in one public school. The findings indicated that 60 percent of stillness; and (5) order. The paper further argues that classrooms should be thought of as small communities within which events that take place in the everyday life of the society at large can be incorporated. A study is described, involving two Thessaloniki, Greece, kindergartens serving urban middle class families. The kindergartners were introduced to drawing prints of Da Vinci, Le Corbusier, and Dreyfuss, discussed the drawings in relation to the dimensions of the classroom and equipment, discovered relations with the use of furniture of various sizes and different objects. Data were collected through observations and videotapes. Findings indicated that the uniformity and monotony of the school space led children to indifference about the space, while creating their own micro-environments. Some children looked for quiet areas inside the class. The paper concludes that it is necessary for classrooms to be changed according to the needs and desires of the students in them. (KB)

ED 437 228 PS 028 241

Budwig, Nancy, Ed.; Uzgiris, Ina C., Ed.; Wertsch, James V., Ed.
Communication: An Arena of Development. Advances in Applied Developmental Psychology, Volume 19.
PUB DATE- 00
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; *Children; *Communication (Thought Transfer); *Developmental Stages; *Interpersonal Communication; Language Processing; Nonverbal Communication; Verbal Communication
IDENTIFIERS- *Meaning Construction

This volume compiles papers from a 1996 conference on communication held at Clark University (Worcester, Massachusetts). The goal of the conference was to share the work and ideas regarding the development of communication and meaning comprehension. The papers are organized into three parts, covering the organization and the origins of communication, and the emergence of self in communication. The papers are: (1) "Introduction: Communication, Meaning, and Development: Interdisciplinary Perspectives" (Nancy Budwig, James V. Wertsch, and Ina C. Uzgiris); (2) "Intersubjectivity and Alterity in Human Communication" (James V. Wertsch); (3) "Emotion within Situated Activity" (Marjorie Harness Goodwin and Charles Goodwin); (4) "Language and Communication--What Develops? Determining the Role of Language Practices for a Theory of Development" (Michael Bamberg); (5) "Preverbal Communication: Emergence of Representative Symbols" (Hanus Papousek, Mechthild Papousek, and Gunhild Kestermann); (6) "Infant into Conversant: Language and Nonlanguage Processes in Developing Early Communication" (Marc H. Bornstein); (7) "Words Don't Tell All: Some Thoughts on Early Communication Development" (Ina C. Uzgiris); (8) "Verbal and Nonverbal Contributions to Early Representation: Evidence from African American Toddlers" (Linda L. Sperry and Douglas E. Sperry); (9) "Groundwork for a Holistic View of the Ontogenesis of Representation" (Irving E. Sigel and Bruce Dorval); (10) "Language and the Construction of Self" (Nancy Budwig); and (11) "Adolescents' Public Discussion and Collective Identity" (James Youniss and Miranda Yates). Each of the papers contains references. (HTH)

ED 437 229 RC 022 079

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Access to Education; Educational Development; Educational Facilities; Educational Policy; *Educational Quality; Elementary Secondary Education; *Enrollment; Enrollment Influences; *Financial Support; Foreign Countries; Rural Schools; School Support; *Teacher Student Ratio
IDENTIFIERS- *Increasing Enrollment; *India (Tamil Nadu)

Developing countries have been expanding educational enrollments, especially at the lower levels. But for any given level of efficiency, increased enrollments require increased resources to maintain quality. This paper explores the negative impact of enrollment expansion on school conditions and learning, using a cross-district time series analysis of Tamil Nadu, India. In the past two decades, the Tamil Nadu government has adopted numerous measures to increase enrollments: setting up a primary school in every village with more than 1,000 inhabitants (recently lowering that threshold to 500); providing free lunches, uniforms, and books; and offering incentives to encourage girls' schooling. Between 1977 and 1992, 2,700 primary schools were added, and enrollment rates increased to 101 percent for primary school, 96 percent for middle school, and 47 percent for high school. However, the number of teachers increased by only 4 percent during this period, and pupil-teacher ratios in primary and middle schools ranged from 39:1 to 54:1 in 1992. In addition, many new rural schools had no buildings or only meager facilities. Educational quality, as measured by the pass rate on the statewide 10th-grade examination, suffered, particularly in districts with the fastest enrollment growth. Districts with a high proportion of privately managed schools performed better. Policy changes such as greater use of private management and finance and greater local discretion in publicly-managed schools might improve the situation. An appendix examines the influence of family and village characteristics and state policies on enrollments. (Contains 19 references.) (SV)

ED 437 247 RC 022 200

Filmer, Deon; Pritchett, Lant
Estimating Wealth Effects without Expenditure Data--or Tears: An Application to Educational Enrollments in States of India. Policy Research Working Papers No. 1994.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Status; *Educational Attainment; *Enrollment; *Family Financial Resources; *Family Status; Foreign Countries; *Measurement Techniques; National Surveys; Rural Education; Socioeconomic Influences; Validity
IDENTIFIERS- *India

The relationship between household wealth and educational enrollment of children can be estimated without expenditure data. A method for doing this uses an index based on household asset ownership indicators. To estimate the relationship between household wealth in India and the probability that a child aged 6-14 would be enrolled in school, data were drawn from the National Family Health Survey. However, this survey measured neither household income nor consumption expenditures. As a proxy for long-run household wealth, a linear "asset index" was constructed from asset indicators in the survey, using principal components analysis to derive the weights. The and national organizations that serve migrant farmworkers and their families. Section 1 covers federal programs that provide services related to nutrition, housing, education, health and human services, immigration, agricultural employment, and environmental protection. Federal education programs include those administered by the Office of Bilingual Education and Minority Languages Affairs, the Office of Elementary and Secondary Education, and the Office of Special Education and Rehabilitative Services. Information on federal-level contacts and on program purpose and administration are included. Section 2 describes 20 national organizations that offer services to migrant workers and their families. Following a list of additional national offices, section 3 is organized by state or territory and includes contact information for state migrant programs; state coordinators, directors, or offices of federally-funded programs; migrant Head Start grantees; migrant health centers; migrant legal assistance offices; and state monitor advocates. Appendices list publications and other resources of the Office of Pesticide Programs and present a matrix of eligibility requirements for various federal migrant programs. (SV)

ED 437 265   SE 062 313

Earthquakes and Tsunamis. Pre-Elementary School Teacher's Guidebook and Pre-Elementary School Textbook.
PUB DATE- 96
NOTE- 79p.; For other documents in series, see SE 062 307, SE 062 309, and SE 062 311.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; *Earthquakes; Environmental Education; Natural Disasters; Oceanography; Preschool Education; Risk Management; *Safety Education; Science Activities; Science and Society; Science Instruction; Teaching Guides; *Volcanoes; *Water
IDENTIFIERS- *Tidal Waves

This teacher's guide and student text present basic information about the causes and effects of earthquakes and tsunamis. The teacher's guide contains suggested activities, materials, and educational objectives for the text. Chapters in both texts are: (1) "Shapes and Movements of the Water"; (2) "Permeability and Buoyancy"; (3) "Life Styles at Different Settings"; (4) "Earthquakes and Tsunamis"; and (5) "Hazards Prevention." (WRM)

ED 437 266   SE 063 003

Hill, Susan T.
Science and Engineering Doctorate Awards: 1998.
PUB DATE- 99
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Doctoral Degrees; Educational Trends; *Engineering; Higher Education; *Sciences; Tables (Data)

The data presented in this report shows trends in doctorate awards by science and engineering (S&E) field and recipient characteristics, institutions awarding doctorates, and postgraduation plans of recipients. The source of the data is of "freeing up" the creative abilities of students while helping them look at a number of important social issues. The book is in a sequential form and presents many of the fundamental issues of the social studies curriculum. The units in the book follow a pattern that is based on the creative thinking process. Each unit has three parts or levels: the first part is designed to "warm up" the student; the second part seeks to get the student more involved in the topic, digging deeper; and the third part aims for the student to do some thinking and doing. For the teacher, each unit begins with an overview, proceeds to the specific idea or problem, pinpoints the creative thinking skill to be developed, and outlines how to prepare and then present the unit. Each unit contains reproducibles. (BT)

ED 437 292 SO 030 721

Randolph, Kevin; Rydell, Robert
World's Fairs and the Dawning of "The American Century." A Unit of Study for Grades 9-12.
PUB DATE- 98
NOTE- 74p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Context; High Schools; *History Instruction; Primary Sources; Social Studies; *United States History; Units of Study
IDENTIFIERS- Industrial Revolution; Missouri (Saint Louis); National History Standards; *Nineteenth Century History; *Worlds Fairs

This teaching unit is based on primary sources taken from documents, artifacts, journals, diaries, newspapers, and literature from the U.S. historical period under study, the end of Reconstruction and the search for an overseas empire at the end of the 19th century. The unit is also intended to introduce students to the medium of the World's Fair, an institution that millions relied on to understand the world and their place in it. According to the unit, the student, by studying a crucial period in history, becomes aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that the decisions set in motion a series of historical consequences. Within the unit are the following: (1) unit overview; (2) correlation to the National Standards for United States History; (3) unit objectives; (4) teacher background materials; and (4) lesson plans with student resources. The unit's four lesson plans include a variety of ideas and approaches for the teacher that can be elaborated upon or shortened. The unit is designed as a supplement to the customary course materials, and it can be adapted to a slightly higher or lower ability levels. (BT)

ED 437 293 SO 030 764

Fitzhugh, William P.
One Region: Two Cultures. Comparing Israel and Jordan: A Unit for Elementary Students. Fulbright-Hays Summer Seminars Abroad 1998 (Israel and Jordan).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 120p.

available from EDRS. Prepared in association with George Kramer.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Built Environment; Elementary Education; Grade 3; Grade 4; Heritage Education; *Local History; *Social Studies; Student Educational Objectives; Units of Study
IDENTIFIERS- *Cemeteries; Oregon (Medford); Site Visits

Intended for third and fourth grade classes in southern Oregon, this lesson plan uses historic cemeteries to implement a current social studies curriculum. The premise of the lesson plan is that, as places where history, landscape, the natural world, art, and the community meet, cemeteries make rich resources for classroom study. The lesson plan contains a short video and a curriculum packet, and although the material has been designed for use with a site visit, it is readily adaptable when field travel is impractical. The activities outlined in the lesson plan contain projects for use: (1) as a preliminary site visit (or when there is no site visit); (2) during a site visit; and (3) following the site visit. The lesson plan is divided into the following sections: "Introduction"; "Objectives for the Students"; "Historic Overview"; "Teaching Activities"; "Activities"; "Glossary/Vocabulary"; "Further Reading"; "Appendix A: Student Handouts"; "Appendix B: Cemeteries in Jackson, Josephine, and Klamath Counties"; "Appendix C: Some Pioneer People Buried in Eastwood/I.O.O.F. Cemetery"; "Appendix D: Common Headstone Shapes"; "Appendix E: Common Symbols in Historic Cemeteries"; "Appendix F: Visual Materials for Eastwood/I.O.O.F. Cemetery"; "Appendix G: Cemetery Safety and Etiquette"; "Appendix H: Gravestone Rubbing Instructions"; "Appendix I: Mathematics Activities Forms"; "Appendix J: Nature Activity Forms"; "Appendix K: Map Form"; "Appendix L: History Project Forms"; "Bibliography"; and "References for Further Research." (Contains 18 references.) (BT)

ED 437 313 SO 031 213

Vicksburg National Military Park: Art/Music Educator's Guide.
PUB DATE- 99
NOTE- 82p.; For Vicksburg National Military Park Social Studies Educator's Guide, see SO 031 214.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Art Education; *Civil War (United States); *Cultural Enrichment; Elementary Secondary Education; Field Trips; Heritage Education; Historic Sites; *Music Education; Songs; *United States History; Units of Study
IDENTIFIERS- *Military Combat; Mississippi; Site Visits; *Vicksburg National Military Park MS

This guide seeks to help bring to life the human struggle that was endured in the Campaign for Vicksburg (Mississippi). The guide notes that the Campaign for Vicksburg, which took place from May to July of 1863, was considered the most strategic battle of the Civil War, but more than generals and maps, it featured the common soldier, sailor, and civilian who witnessed a lifetime in 47 days. The guide includes information about the park, the resources available, and planning a field trip. Activities in the guide have age group recommendations for K-12 and each section provides supplemental classroom activities.

ED 437 333 SO 031 405

Golombisky, Kim
Title IX and Educational Equity: What Difference Does It Make?
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletics; Elementary Secondary Education; *Equal Education; *Females; *Gender Issues; Higher Education; *Language Role; *Sex Fairness
IDENTIFIERS- Historical Background; *Title IX Education Amendments 1972

Title IX, the 1972 United States federal law forbidding sex discrimination in education, has a rarely-talked-about but surprisingly tenuous history which illustrates how discourses of equality come to mean political powerlessness for diverse girls and women in school. Unfortunately, "sexual" debates such as women's sports and sexual harassment often overshadow discussion of gendered curriculum and the classroom. These debates also illustrate a pattern of discourse that neutralizes women's differences, whether innate or learned, in an equality model over which they have no control without first considering the effects women's differences will have on their ability to achieve equitably. Even after tracing 26 years of Title IX, it does not take much time or effort to discover that educators, even feminists, are not doing enough for girls in their classrooms, that schools of education are not teaching educators how to recognize, appreciate, and teach in increasingly, not decreasingly, diverse classrooms, that school systems spend more energy and resources on avoiding controversy than on imagining better ways to do schooling. What will take time, effort, and commitment is demanding change. (Contains a figure of a time line of selected civil rights law changes affecting females in education, and 42 references.) (BT)

ED 437 334 SO 031 419

Mighetto, Lisa; Montgomery, Marcia Babcock
Hard Drive to the Klondike: Promoting Seattle during the Gold Rush. A Historic Resource Study for the Seattle Unit of the Klondike Gold Rush National Historical Park.
SPONS. AGENCY- National Park Service (Dept. of Interior), Washington, DC.
PUB DATE- 98
NOTE- 407p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Built Environment; *Cultural Context; Heritage Education; History Instruction; Local History; *Municipalities; Secondary Education; *Social History; Social Studies; *United States History
IDENTIFIERS- Alaska; Historical Research; National Register of Historic Places; Urban Development; *Washington (Seattle)

The Alaskan Klondike Gold Rush coincided with major events, including the arrival of the railroad, and it exemplified continuing trends in Seattle's (Washington) history. If not the

Evaluation.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Course Evaluation; *Focus Groups; *Health Education; Higher Education; Program Evaluation; Research Methodology; Student Attitudes

In order to evaluate a required health and wellness course at Salem State College, the researcher conducted a triangulation study using a student questionnaire, an instructor survey, and student focus group interviews. The two single session focus group interviews were held during students' last week of the course. One student from each of 21 sections of the course was randomly selected and encouraged to participate in one of the two interviews. This resulted in a sample of seven and eight students, respectively, for each session. Students completed a pre-interview survey, had a snack, then participated in the 2-hour interview. Results indicated that focus group interviews added an important dimension to the quantitative results of the study and provided insight into the student learning experience and course benefits; specifically, the need for current health information, the benefits of instruction on stress management, and appreciation for active learning opportunities. Results of this study support the focus group interview as an effective tool in the comparative evaluation of a college health education course. (Contains 12 references.) (SM)

ED 437 355 SP 038 938

Rowicki, Mark A.
Theory and Practice: Examining Others: Examining Ourselves.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Mathematics Teachers; Middle School Teachers; Middle Schools; Secondary School Mathematics; Student Evaluation of Teacher Performance; *Teacher Attitudes; Teacher Role; *Teaching Methods; Theory Practice Relationship

This study examined the theoretical beliefs and practice of a middle school mathematics teacher. The teacher completed formal and informal interviews and a survey that identified his beliefs about teaching, what he thought was important for his students to learn, and what he believed was the teacher's role in the classroom. The researcher conducted three classroom observations over 2 weeks. A group of 31 of the teacher's students completed a survey that was based on the teacher's answers to his survey. Data analysis indicated that the teacher's practice was closely aligned with his theoretical beliefs. The teacher was practical in his concept of his role as teacher and very technical in terms of classroom management. He had a practical orientation to teaching, with a genuine concern for students' ability to understand mathematics, not just learn it. Despite the fact that the teacher's practice was closely aligned with his beliefs, organizational and personal constraints sometimes caused him to teach in ways that were not consistent with his beliefs. (SM)

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Educational Environment; Elementary Secondary Education; Evaluation Methods; Faculty Development; Knowledge Base for Teaching; Lesson Plans; Planning; *State Standards; Student Behavior; Student Evaluation; *Teacher Improvement; Teacher Responsibility; Teacher Role; Teachers; Teaching Methods
IDENTIFIERS- *California; Subject Content Knowledge; Teacher Knowledge

This document presents standards for professional teaching practice in California. The standards were developed to facilitate the induction of beginning teachers into their professional roles and responsibilities. The standards are organized around six interrelated categories of teaching practice: Engaging and Supporting All Students in Learning; Creating and Maintaining Effective Environments for Student Learning; Understanding and Organizing Subject Matter for Student Learning; Planning Instruction and Designing Learning Experiences for All Students; Assessing Student Learning; and Developing as a Professional Educator. Together, the six standards represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and students in California. Each standard is introduced in a narrative description of best practice that portrays an accomplished level of professional teaching. Following the narrative description, each standard is organized into elements that identify key areas within that domain of teaching. Each element contains questions that encourage teachers to explore aspects of teaching practice throughout their careers. The standards are presented in both a linear text version and a graphic version. (SM)

ED 437 376 SP 038 962

Ammon, Mary Sue, Ed.
Joining Hands: Preparing Teachers To Make Meaningful Home-School Connections.
SPONS. AGENCY- ARCO Foundation, Los Angeles, CA.; California Education Roundtable.; California Univ., Berkeley. Office of the President.
PUB DATE- 99
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; Constructivism (Learning); Cultural Awareness; Cultural Differences; Diversity (Student); Elementary Secondary Education; *Family Involvement; Higher Education; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Preservice Teacher Education; Sociocultural Patterns; Student Teacher Attitudes; Student Teachers
IDENTIFIERS- California

This document describes the work of several universities to make teacher-family partnerships a high priority in teacher preparation. The case studies of several successful programs demonstrate that teacher preparation programs can undertake various approaches to help teachers develop the skills and knowledge needed to carry out their partnership roles with families. The six chapters are: "Introduction: Many Hands, Multiple Voices" (Mary Sue Ammon); "Preparing Constructivist Teachers for Parent Involvement: The Developmental Teacher Education Program" (Paul Ammon and Della Peretti); "Preparing and Staffing Survey (SASS). People wishing to determine whether their research needs can be served by SASS data will find a description of the survey's contents and objectives in the Overview. This volume contains the following chapters: (1) "Overview"; (2) "Changes in SASS Design and Content from 1998 to 1991"; (3) "Preparation for the 1991 SASS"; (4) "Sample Design and Implementation"; (5) "Data Collection"; (6) "Response Rates"; (7) "Edit Procedures"; (8) "Imputation Procedures"; (9) "Weighting"; (10) "Variance Estimation"; (11) "Reinterview Program"; (12) "Reviewing the Quality of SASS Data"; (13) "Cautions Concerning the Measurement of Change Estimates Using 1987-88 and 1990-91 SASS"; (14) "Confidentiality Protection Measures"; (15) "Created Variables"; and (16) "User Notes." Seven appendixes contain supplemental information about the survey. (Contains 153 tables and 21 figures.) (SLD)

ED 437 397 TM 030 445

Student Achievement of College-Level Communication and Mathematics Skills in Florida in 1996-97.
PUB DATE- 99
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *College Students; Community Colleges; Ethnic Groups; Higher Education; Racial Differences; State Universities; Tables (Data); Test Construction; *Test Results; Test Use
IDENTIFIERS- *College Level Academic Skills Test; *Florida

The College-Level Academic Skills Test (CLAST), a component of Florida's system of educational accountability, is a lower-division college achievement test measuring student achievement of college-level communication and mathematics skills. Effective January 1996, students meeting certain requirements were exempt from the CLAST. This report provides information pertaining to the readiness of degree-seeking students to begin college-level work in Florida, the attainment of CLAST skills by community college and university students who did not secure exemptions by virtue of academic achievement and other test results, and the attainment of CLAST by racial and ethnic groups. Also addressed are the evaluation and improvement of curricula and student assessment practices at state and institutional levels, and research related to policy development and curricular decision making. Sections of the report discuss each of these areas. Findings show differences among groups in the numbers of students exempt from the CLAST, with white students much more likely to secure an exemption. Passing rates for the CLAST among community college students declined by about 1% overall from the preceding year. An appendix discusses institutional trends in student performance on the CLAST, and a second appendix lists the members of the Standing Committee on Student Achievement and Articulation Coordinating Committee. (Contains 6 figures and 39 tables.) (SLD)

ED 437 398 TM 030 550

Farrell, Donna M.; Hanson, Ralph A.
The Golden Rules for Assuring Gains in Student Learning from School Programs.
PUB DATE- 99

discusses an embedded evaluation strategy that supports New York's outcome-based training and individual performance measures of skill and knowledge prior to, during, and after training. The focus of the discussion is on training and employment consequences. The evaluation will include knowledge testing, attitude testing, and skills testing. Some potential problems with the design are outlined. (Contains 8 tables and 13 references.) (SLD)

ED 437 419 TM 030 571

Stewart, Michelle
Number & Words: Putting Them Together To Make Sense of a Program's Outcomes.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the American Evaluation Association (14th, Orlando, FL, November 2-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; Interviews; Outcomes of Treatment; Patients; *Program Evaluation; *Qualitative Research; Research Methodology; Substance Abuse; *Synthesis

This paper gives a brief overview of how qualitative and quantitative interviews can be combined to get a fuller picture of a program and its outcomes. This concept is illustrated through a discussion of evaluations of the Employment Intervention Demonstration Program, a multi-site research demonstration project funded by the Substance Abuse Mental Health Services Administration. At the Arizona site, a standardized interview protocol was used to gather quantitative information about 338 participants and outcomes for them. A series of qualitative interviews was held with a smaller subset of participants. Combining the results of the two interview approaches gave a more complete picture of program effectiveness and characteristics. A crosswalk for the two data sets is described. (SLD)

ED 437 420 TM 030 572

Shafer, Michael S.; Lewellen, Denver
The Utilization of Mixed Methods To Study Consensus Building in Dual Diagnosis Treatment.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the American Evaluation Association (14th, Orlando, FL, November 2-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Diagnosis; *Evaluation Methods; Feedback; Mental Disorders; Program Evaluation; *Qualitative Research; *Research Methodology; State Programs
IDENTIFIERS- *Panel Studies

This paper describes the use of both quantitative and qualitative methods to evaluate a project designed to define a state system of care for meeting the needs of people with concurrent disorders of mental illness and substance abuse. The evaluation was intended to develop a feedback system to provide program implementers with information about the mechanics and processes of the project's panel and to monitor the changing level of trust and cohesiveness among panel participants. A further goal of the evaluation was to illustrate and elucidate the key

Gap in Science Course Taking.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Advanced Placement; Catholic Schools; *Course Selection (Students); *Females; *High School Students; High Schools; National Surveys; Public Schools; *Sciences; *Sex Differences
IDENTIFIERS- *Academic Pressure; Hierarchical Linear Modeling

Gender differences in taking advanced science courses and the characteristics of schools that affect course taking by high school girls were studied using data from the High School Effectiveness Study, a supplement of the National Longitudinal Study of 1988. The sample consisted of 3,430 students who attended 184 high schools between 1988 and 1992. Data were analyzed using hierarchical linear modeling to partition the variance in the outcome to the within-group and between-group parts. As the percentage of females in a coeducational school increases, the average level of science course taking in that school decreases slightly, though significantly. The gender gap is more pronounced for Catholic schools. When not controlling for any other variables, the gender gap is most severe in private schools, but when controls are made for academic pressure and the availability of Advanced Placement (AP) courses, the gender gap in other private schools is not significant. Using aggregate measures of students' life goals and educational expectations did not significantly affect the gender gap. Results indicate that school academic pressure differentially affects male and female science course taking. In schools with higher academic pressure, females do not take the more advanced science courses. Implications for decreasing the gender gap in course taking are discussed. (Contains 3 figures, 4 tables, and 23 references.) (SLD)

ED 437 444 UD 033 229

Carnevale, Anthony P.
Education = Success: Empowering Hispanic Youth and Adults.
PUB DATE- 99
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; Bilingual Education; Culturally Relevant Education; Diversity (Student); Economic Opportunities; Economics; Education Work Relationship; *Educational Attainment; Educational Finance; Elementary Secondary Education; *Employment Opportunities; *Equal Education; Equal Opportunities (Jobs); Higher Education; *Hispanic Americans; *Job Skills; Nontraditional Education; Preschool Education; Salaries; *Student Empowerment; Student Evaluation; Wages

This report discusses the education and empowerment of Hispanic Americans, stressing the importance of expanding access to educational opportunity from preschool through graduate and professional school. The report focuses on closing the

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Counselors; Cultural Differences; Educational Environment; *Educational Practices; Elementary Secondary Education; Ethnic Groups; Homosexuality; *Intergroup Relations; *Minority Groups; Racial Differences; *Racial Relations; School Safety; Social Bias; *Social Discrimination; Teachers
IDENTIFIERS- *Hate; *Hate Crime

This guide offers proven strategies and recommendations for addressing day-to-day problems with respect to hate, bias, and prejudice in the schools. A main focus is on racial issues, but bias against homosexuals and ethnic minority groups is also addressed. A key ingredient for response to and prevention of hateful acts is getting students, parents, and community leaders involved in finding solutions. The first section deals with the everyday actions school personnel can take, from promoting an unwelcome environment for hate speech and symbols to responding to community and national hate crimes. The second section details some emergency responses in schools when a hate situation develops. These include providing support for victims and working to build school unity. The third section explores the long-range commitment of the school and its staff, and outlines policies that promote equity and respect. The final section consists of nine appendixes that contain some specific information on symbols of hate, respect and safety policies, ways to combat hate, and some examples of policies that promote tolerance. A list of 80 resource organizations and publications forms the final appendix. (SLD)

ED 437 467 UD 033 258

Okamura, Jonathan Y.
Imagining the Filipino American Diaspora: Transnational Relations, Identities, and Communities. Asian Americans: Reconceptualizing Culture, History, Politics Series.
PUB DATE- 98
NOTE- 153p.; Published by Garland Publishing, Inc.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; Cultural Awareness; *Cultural Background; Cultural Differences; *Ethnicity; *Filipino Americans; International Relations; Minority Groups
IDENTIFIERS- *Philippines; *Transnationalism

The central argument of this book is that Filipino Americans should be conceived of as a diaspora because of their significant cultural, social, and economic linkages with their homeland that distinguish them from other ethnic minorities in the United States. The chapters are: (1) "Introduction"; (2) "Diaspora as Transnational Social Construction"; (3) "Filipino Americans as the Marginalized Minority"; (4) "Beyond Adaptation: Immigrant Filipino Ethnicity in Hawai'i"; (5) "Writing the Filipino Diaspora in Hawai'i"; (6) "Sitting the Filipino American Diaspora in Space, Time, and Ethnicity"; and (7) "Imagining the Global Filipino Diaspora." (Contains 156 references.) (SLD)

ED 437 468 UD 033 259

for increased government spending on education. A positive note was sounded in that significantly fewer (20%) African Americans reported violent incidents at the schools near where they live. A "note" explains survey methodology. (Contains 6 data tables.) (SLD)

ED 437 490 UD 033 296

Walker, Karen E.; Kotloff, Lauren J.
Plain Talk: Addressing Adolescent Sexuality through a Community Initiative. A Final Evaluation Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Attitude Change; Behavior Patterns; *Community Programs; Information Dissemination; Program Evaluation; Secondary Education; Sex Education; *Sexuality; *Urban Youth

Plain Talk is an approach to teen pregnancy and sexually transmitted disease prevention that enlists a broad section of community adults in the effort to protect teens from pregnancy and disease. The Plain Talk design called for creation of community consensus around the needs of youth by focusing on adults, both as recipients of accurate information about these issues and disseminators of this information. This report covers Plain Talk's 3-year implementation period in five cities: Atlanta, Georgia; Hartford, Connecticut; New Orleans, Louisiana; San Diego, California; and Seattle, Washington. Data were collected by on-site ethnographers in four cities and by research staff during multiple site visits. Findings suggest that the sites' emphasis on resident involvement generally had impressive results in their efforts to spread information about sexuality and the importance of protecting sexually active youth. Site staff acknowledged that many people prefer to encourage abstinence among adolescents, but they insisted that youth who were already sexually active needed protection from pregnancy and disease. Improvements and increases in reproductive health services occurred in all the sites, with many changes in clinic practices and relatively fewer changes among schools and social services. The report contains a review of the activities at each site and explains the strategies used at each. Three appendixes contain a literature review, a discussion of the technical assistance provided in Plain Talk, and a discussion of the use of ethnography in the study. (Contains 9 tables and 26 references.) (SLD)

ED 437 491 UD 033 297

Shankar, Lavina Dhingra, Ed.; Srikanth, Rajini, Ed.
A Part, Yet Apart: South Asians in Asian America. Asian American History and Culture Series.
PUB DATE- 98
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Admission (School); *Asian Americans; Community Programs; Cultural Awareness; *Cultural Differences; *Ethnic Groups; *Indians; Literature; Politics; *Racial Identification
IDENTIFIERS- *South Asians

The essays in this collection consider the extent to which South manual is the first of three units of the curriculum, "Education for Parenting." Each unit follows a baby of a particular age visiting the classroom, and is written to be taught throughout one school year. "Education for Parenting" is part of the overall curricula "Learning How To Care," which teaches students how to care for themselves, other people, and life around them, such as pets or the environment. The "Education for Parenting" curriculum focuses on what parents do as they nurture their children's healthy development. Parents and their infants visit the classroom. Students observe parents nurturing their children, as well as implement caring by planning for the visit themselves. From these experiences, students become more aware of what is involved in caring and parenting and begin to acquire the relevant information and skills. This unit covers the visit of a parent with a newborn child and the relevant classroom preparation. Included are guides to implementing the curriculum, generic lesson plans, aids to teaching, and outlines. Special issues that may arise when teaching "Education for Parenting" include: the unwanted outcome; partnering; using cultural diversity to enrich the parent/infant visit; the visit as a means of supporting students for whom English is a second language; choosing and caring for a class pet; dealing with trash; staying drug free; and considering the lives of American Indians during frontier days. (JPB)

ED 437 153 PS 026 340

Heath, Harriet
Parents and Their Infant Visit the Classroom. Unit 2. Education for Parenting/Learning How To Care.
PUB DATE- 95
NOTE- 66p.; For Units 1 and 3, see PS 026 339 and PS 026 341.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Rearing; Curriculum Guides; Elementary Education; *Elementary School Curriculum; Elementary School Students; *Infant Care; Lesson Plans; *Parenthood Education; *Parenting Skills; Teaching Guides; Teaching Methods
IDENTIFIERS- Caring

This manual is intended for teachers who envision the value of teaching parenting/caring to elementary school children but have minimal time and little opportunity for training. The manual is the second of three units of the curriculum, "Education for Parenting." Each unit follows a baby of a particular age visiting the classroom and is written to be taught throughout one school year. "Education for Parenting" is part of the overall curricula Learning How to Care, which teaches students how to care for themselves, other people, and life around them, such as pets or the environment. The "Education for Parenting" curriculum focuses on what parents do as they nurture their children's healthy development. Parents and their infants visit the classroom. Students observe parents nurturing their children, as well as implement caring by planning for the visit themselves. From these experiences, students become more aware of what is involved in caring and parenting and begin to acquire the relevant information and skills. This unit covers the visit of a parent with an infant, and the relevant classroom preparation. Included are guides to implementing the curriculum, generic lesson plans, aids to teaching, and outlines. Special issues that may arise when teaching "Education for Parenting" discussed and include: the portfolios, informal reading inventories, and parent self-evaluations. The paper's appendix lists software for preschool/early primary programs. (Contains 25 references.) (EV)

ED 437 171 PS 028 074

Ikle, Linda, Comp.; Wittmer, Donna, Comp.
Screening Instruments: Review of Instruments for Screening Children Ages Birth to Five Years. Updated.
PUB DATE- 95
NOTE- 37p.; Updated from January 1993 edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Child Development; Evaluation Methods; Infants; *Preschool Children; Preschool Education; Preschool Tests; *Screening Tests

This booklet compiles information on 16 screening instruments for young children. For each instrument, the following information is provided: (1) name; (2) publisher; (3) year published; (4) cost of kit; (5) cost per child/cost of forms; (6) age range; (7) domains tested (including cognitive, expressive language, receptive language, articulation, gross motor, fine motor, psychosocial, self-help, adaptive, other); (8) standardization; (9) validity; (10) reliability; (11) sensitivity; (12) specificity; (13) time to administer; (14) who can administer; (15) role of family; (16) items passed by; (17) item scoring; (18) results; (19) adaptation of special needs; (20) sensitivity to other cultures; (21) materials and ease of use; (22) training; and (23) comments. The screening instruments described are: (1) Battelle Developmental Inventory Screening Test; (2) Birth to Three Assessment and Intervention System; (3) Comprehensive Identification Process; (4) The Denver II; (5) DIAL-R (Developmental Indicators for the Assessment of Learning-Revised); (6) Diagnostic Inventory for Children, Preschool Screen 3.0; (7) Diagnostic Inventory for Screening Children, Third Edition; (8) Early Child Development Inventory; (9) Early Screening Inventory; (10) Early Screening Profile; (11) FirstSTEP (Screening Test for Evaluating Preschoolers); (12) ICMQ (Infant/Child Monitoring Questionnaires); (13) Kent Infant Development Scale; (14) Miller Assessment for Preschoolers; (15) Minnesota Child Development Inventory; (16) Preschool Development Inventory. (EV)

ED 437 172 PS 028 075

Berger, Elizabeth
Raising Children with Character: Parents, Trust, and the Development of Personal Integrity.
PUB DATE- 99
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Child Rearing; *Children; Emotional Development; *Integrity; Maturity (Individuals); Moral Development; *Parent Child Relationship; *Parents; Personality Development; Student Motivation; Trust (Psychology)
IDENTIFIERS- *Character Development; Character Education; Vignettes

that teachers sometimes treat mixed-ability groups as though they were low-ability groups and that even experienced teachers frequently use inappropriate whole-class teaching methods with mixed-ability classes. What is important in determining achievement is that the challenge and support given to learners meet their needs. (Contains 168 references.) (KB)

ED 437 190 PS 028 170

Head Start Reauthorization. Hearing before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce. House of Representatives, One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrators; *Educational Attitudes; *Federal Aid; *Federal Legislation; Federal Programs; Hearings; Parents; Preschool Education; Program Development; Program Improvement; Staff Development
IDENTIFIERS- Congress 105th; *Project Head Start; *Reauthorization Legislation

These hearing transcripts present testimony concerning the reauthorization of the Head Start Act given on June 9, 1998, before the Subcommittee on Early Childhood, Youth and Families. The testimony focused on the efficacy of specific programs and activities funded by the Head Start Act, successes and failures, and future needs and directions the program should follow. Presented is testimony by: (1) Florida Representative John Mica; (2) California Representative Loretta Sanchez; (3) the director of Education and Employment Issues of the General Accounting Office; (4) two academicians; (5) the assistant director of the National Center for Family Literacy; (6) the president of the National Fatherhood Initiative; (7) two directors of local Head Start programs; and (8) the president of a county board of education. (SD)

ED 437 191 PS 028 171

Milstein, Mike M.; Henry, Doris Annie
Spreading Resiliency: Making It Happen for Schools and Communities.
PUB DATE- 00
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adjustment (To Environment); Change Strategies; Children; Community; Community Development; Community Involvement; *Community Problems; Community Role; Coping; Educational Change; *Resilience (Personality); *School Community Relationship; School Role; Schools
IDENTIFIERS- Community Empowerment; *Community Improvement Program

This book is dedicated to helping readers modify environments--classrooms, schools, communities--in ways that move away from resiliency depletion and toward resiliency building. The book is organized with emphasis on the concept of community. Part one, which includes the first two chapters, explores the meaning of resiliency and why it is so important for school and the teachers believed that students should not be socially promoted if they had below average grades. Seventy percent believed that students should not remain with their peers if their grades were below average. Thirty percent agreed that behavior problems would occur due to retention. All the teachers questioned agreed that primary grades were the best choice for retention. All agreed that a smaller class size provided a better learning environment. Eighty percent thought that the present class day was long enough. Sixty percent did not favor an extended school year. Sixty percent were undecided about using mixed age groups. Eighty percent thought that students should not be grouped homogeneously. Forty percent were undecided about whether raising standards would meet the needs of at-risk students and 40 percent believed that raising standards would not meet their needs. (KB)

ED 437 209 PS 028 205

Robinson, Louester A. S.
Increasing Family Child Care Providers' Professionalism through Certification and a Professional Network.
PUB DATE- 99
NOTE- 52p.; Ed.D. Practicum II Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Certification; *Child Caregivers; Early Childhood Education; *Family Day Care; Knowledge Level; Professional Development; Program Effectiveness; Program Evaluation; *Training Methods; Two Year colleges
IDENTIFIERS- Caregiver Qualifications; *Caregiver Training; Professionalism

Noting that in many areas, family child care providers lack both available training to enhance their professional skills and an organized professional network for continual support, this practicum project implemented and evaluated the effectiveness of a curriculum to prepare family child care providers for state certification through a community college setting in a southeastern state. Participants who received the credential for family child care also formed a resource and referral network, a lending library, and a professional association for family child care providers serving the same counties as the college. Training was provided in 12 sessions on topics including health and safety, building partnerships with families, observing young children, guiding children's behavior, children's special needs, marketing and advocacy, and licensing and regulations. Also, part of the program was an 8-month implementation tracking process for training and licensing. Home visits were provided on an individual basis, and additional training was provided on cardiopulmonary resuscitation and first aid. Analysis of data from the project indicated that the following anticipated outcomes were obtained: (1) participants became knowledgeable through curriculum designed for family child care providers; (2) participants increased their knowledge in how to access resources and referrals within the college setting; and (3) participants became knowledgeable in how to meet requirements for operating a licensed family day care home. (Six appendices include data collection instruments. Contains 50 references.) (KB)

ED 437 210 PS 028 206

Reese, Debby; Slapin, Beverly; Landis, Barb; Atleo, Marlene; Caldwell, Naomi; Mendoza, Jean; Miranda, Deborah; Rose, La Vera; Smith, Cynthia
A Critical Review of Ann Rinaldi's "My Heart Is on the Ground: The Diary of Nannie Little Rose, A Sioux Girl, Carlisle Indian School, Pennsylvania, 1880."
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Historical Materials (060)
DESCRIPTORS- *Acculturation; *American Indian Education; American Indian History; Boarding Schools; Book Reviews; *Books; *Childrens Literature; Educational History; Elementary Secondary Education; Federal Indian Relationship; *Literary Criticism; Sioux (Tribe); Stereotypes; *Student Experience
IDENTIFIERS- *Carlisle Indian School PA

This paper critically reviews the book, "My Heart Is On the Ground: The Diary of Nannie Little Rose, a Sioux Girl, Carlisle Indian School, 1800." The review begins with a profile of Captain Richard Henry Pratt who founded the Carlisle (Pennsylvania) Indian Industrial School in 1879. Pratt's philosophy was to "kill the Indian and save the man." Statements from former students describe life at the school as a horrific experience in which Indian children were forced to cut their hair, replace traditional clothing with military uniforms, and speak English. Children were also stripped of their Indian names, a source of cultural pride and identity. Despite all the documented horrors, the book casts the school in a positive light through the eyes of the main character, Nannie Little Rose. The review contends that from a literary perspective, the book lacks consistency and logic; as a work of historical fiction, it has many factual errors; and as a work of multicultural literature, it lacks authenticity. For example, throughout the book Nannie Little Rose uses the phrase "my heart is on the ground" whenever she is sad or upset. In its original form this statement conveys the strength and courage of Indian women, but in the context of the book, it trivializes the Indian belief system. Many other examples show how the book lacks historical accuracy and cultural authenticity and is replete with stereotypical language and treatment of girls and women. The review suggests that this book adds to the great body of misinformation about Native life and epitomizes the lack of sensitivity and respect that has come to characterize the vast majority of children's books about Native Americans. (LP)

ED 437 230 RC 022 161

Aldrich, Lorna; Kusmin, Lorin
Rural Economic Development: What Makes Rural Communities Grow?
PUB DATE- 97
NOTE- 9p.; Contains maps that may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Characteristics; Community Development; Demography; *Economic Development; Educational Attainment; *Income; Labor Market; *Nonmetropolitan Areas; *Rural Development; *Rural Economics
IDENTIFIERS- Education Economy Relationship

This report identifies local factors that foster rural economic growth. A review of the literature revealed potential analysis used rural-only data or controlled for rural-urban differences in infrastructure that might bias rural household assets. The asset index is robust, produces internally coherent results, and closely corresponds with state domestic products and poverty rates. It was validated using data on consumption spending and asset ownership from Indonesia, Nepal, and Pakistan. The asset index has reasonable coherence with consumption expenditures and works as well as, or better than, traditional expenditure-based measures in predicting enrollment status. On average, a child from a wealthy household (top 20 percent of the asset index) was 31 percent more likely to be enrolled in school than a child from a poor household (bottom 40 percent). Varying across states, the wealth gap was 5-43 percentage points for all areas and 4-53 points for rural areas. (Contains 15 references and 14 data tables.) (SV)

ED 437 248 RC 022 201

Jimenez, Emmanuel; Sawada, Yasuyuki
Do Community-Managed Schools Work? An Evaluation of El Salvador's EDUCO Program. Working Paper Series on Impact Evaluation of Education Reforms. Paper No. 8.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Access to Education; *Community Control; *Decentralization; Disadvantaged; Foreign Countries; Grade 3; Parent Participation; Primary Education; *Rural Schools; *School Based Management; School Effectiveness; School Surveys; Tables (Data); *Teacher Attendance
IDENTIFIERS- *El Salvador

This paper measures the effects on student outcomes of decentralizing educational responsibility to communities and schools. In El Salvador, community-managed schools emerged during the 1980s when public schools could not be extended to rural areas because of the country's civil war. In 1991, El Salvador's Ministry of Education decided to draw on this prototype to expand preprimary and primary education in rural areas through the EDUCO program (Educacion con Participacion de la Comunidad). The present EDUCO schools are each managed autonomously by a community education association elected from among the parents of students. The associations take a central role in administration and management. They are also responsible for contracting teachers and maintaining schools. Drawing on a national survey of schools, 38 EDUCO schools and 154 traditional rural schools were compared for third-graders' achievement on standardized tests of mathematics, language and school days missed due to teacher absence. Analysis controlled for student characteristics and selection bias, using an exogenously-determined formula for targeting EDUCO schools as an instrumental variable. Findings indicate that the rapid expansion of rural schools through EDUCO has not adversely affected student achievement yet has diminished student absences due to teacher absences. It was concluded however that this expansion may have effects on achievement long-term. (Contains 20 references and extensive statistical data tables.) (Author/SV)

ED 437 249 RC 022 202

the Survey of Earned Doctorates (SED). The SED has been conducted annually for the National Science Foundation (NSF) and four other Federal agencies. Information from this survey becomes part of the Doctorate Records File, which is a census of recipients of research doctorates awarded since 1920 by regionally-accredited universities and colleges. Doctoral degrees such as the Ph.D. or D.Sc. are included in these surveys, but first-professional degrees such as the J.D. or M.D. are not. Data for the SED are collected directly from the individual doctorate recipients. The questionnaire is distributed to them through the cooperation of the Graduate Deans to persons as they are completing their doctorate. The data for a given year include all doctorates awarded in the 12-month period ending on June 30 of that year. These tables present detailed data on (S&E) doctorates recipients, with some totals provided for broad non-S&E fields. Detailed data on non-S&E fields are published in the Summary Report and by other Federal sponsors of the Survey of Earned Doctorates. The groupings of field specialties into broad fields may differ among the sponsoring agencies according to their missions. Approximately 92 percent of the annual cohort of doctorate recipients in 1998 responded to the questionnaire. Over the decade, though, the response rate ranged from 93 percent in 1988, then increased to 95 percent in 1994, then declined to 92 percent in 1997. Note that most of the numbers presented are actual self-reports, as there are no adjustments for nonresponse. For the nonrespondents, partial data from public sources are added to the file for nonrespondents; therefore, complete counts are presented for conferred doctorates by field of study and sex of recipient. Because some tables present data subject to nonresponse, these summaries represent the conservative known responses for any data item. Therefore, small changes in numbers should be interpreted with caution, as numerical trends are affected by fluctuations in response rates and declines and increases may appear greater than they may be in reality. (ASK)

ED 437 267 SE 063 011

Music is Physics. CD-ROM . The Science Club.
PUB DATE- 99
NOTE- 0p.; Produced for Musee Media and produced with the assistance of the Government of Quebec, Ministry of Culture and Communications; Telefilm Canada; Radio Canada; and CRDIM, the Regional Council of Development for Montreal Island.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Acoustics; Elementary Secondary Education; Integrated Activities; *Music; Optical Data Disks; *Physics; Science Instruction

This CD-ROM, for ages 10-14, provides activities to answer questions such as what sound is; if we can see it; whether it travels faster through air, water, solids, or liquids; and how doctors, sailors, prospectors, architects, and engineers use sound in their work. This disc includes over 100 scientific concepts in music, acoustics, and anatomy; 20 minutes of musical excerpts; 20 minutes of animated narration; videos; interactive activities; a glossary of terms; a quiz with over 80 questions; a detailed portable document format (PDF) user guide; and Music Word Games. (ASK)

ED 437 268 SE 063 012

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Childrens Literature; *Cultural Differences; Curriculum Development; Elementary Education; Foreign Countries; Geography; Global Education; Middle Eastern Studies; *Social Studies; Student Educational Objectives; Units of Study
IDENTIFIERS- Comparison Process; *Israel; *Jordan; National Geography Standards; National Social Studies Standards

This social studies unit for elementary school students concentrates on comparing the different cultures of the neighboring countries of Israel and Jordan. The unit describes the educational objectives and explains that a variety of strategies are used to reach those objectives. It lists materials needed and procedures for evaluation, provides background notes, and discusses National Social Studies and National Geography Standards. The following sections comprise the unit: (1) "Comparing Israel/Jordan/Our Community Using the Five Fundamental Themes of Geography"; (2) "Student Activities Incorporating the Five Themes of Geography"; (3) "Ethnic Cooking"; (4) "Using Arabic/Hebrew Alphabets"; (5) "Using Data To Compare Climates"; (6) "Holidays and Special Days To Celebrate"; (7) "Making an Alphabet Frieze"; (8) "'Let's Visit Israel' Text and Questions"; (9) "'Let's Visit Jordan' Text and Questions"; (10) "Making a Passport"; (11) "Mental Mapping Activity"; (12) "'A Video Travelogue of Israel and Jordan' Text and Discussion Questions"; (13) "Using Graphic Organizers"; (14) "Using Examples of Universal Cultures"; (15) "Making a Group Presentation"; (16) "Discussing Regional Environmental Concerns"; (17) "Literature Connection for Jordan: 'Ali, Child of the Desert,' Lesson Plans and Activities"; (18) "Literature Connection for Israel: 'The Never-Ending Greenness,' Lesson Plans and Activities"; (19) "Bibliography (Student) for Israel and Jordan"; (20) "Bibliography of 'National Geographic Magazine' Articles as a Source of Pictures"; and (21) "Items in the Discovery Box." (BT)

ED 437 294 SO 030 765

Serota, Laurie
The Crusades and Islam. Fulbright-Hays Summer Seminars Abroad, 1998 (Israel and Jordan).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Curriculum Development; *Curriculum Enrichment; Foreign Countries; Global Education; Grade 4; Intermediate Grades; *Islam; *Medieval History; *Social Studies; Student Educational Objectives; *World History
IDENTIFIERS- Core Knowledge Sequence; *Crusades; Europe; Fulbright Hays Seminars Abroad Program; Middle Ages; Middle East

These two mini-units are designed to supplement the areas of study dictated by the Core Knowledge Sequence, a content-rich curriculum used in the educator/curriculum developer's school. The mini-units fall in the middle of a 6-month-long study of the Middle Ages and incorporate the depth of content required to support the larger unit on the Middle Ages. The units

The guide is divided into the following sections and subsections: (1) "Introduction"; (2) "Banners of Glory"; (3) "Create Your Own Museum"; (4) "Design a Fort"; (5) "Expressions from the Past"; (6) "Messages"; (7) "Mural of the Siege"; (8) "Singing Soldiers"; (9) "Song Analysis"; (10) "Tour Guide Brochure"; (11) "What's My Habitat?" (12) "Woven Histories"; (13) "Wrap Up Activities"; (14) "Civil War Terms"; (15) "Read More About It"; (16) "And in the End"; and (17) "Evaluation." (Contains 57 references.) (BT)

ED 437 314 SO 031 214

Vicksburg National Military Park: Social Studies Educator's Guide.
PUB DATE- 99
NOTE- 123p.; For Vicksburg National Military Park Art/Music Educator's Guide, see SO 031 213.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil War (United States); Elementary Secondary Education; Field Trips; Heritage Education; Historic Sites; Social Studies; *United States History; Units of Study
IDENTIFIERS- *Military Combat; Site Visits; *Vicksburg National Military Park MS

This guide seeks to help bring to life the human struggle that was endured in the Campaign for Vicksburg (Mississippi). The guide notes that the Campaign for Vicksburg, which took place between May and July of 1863, was considered the most strategic battle of the Civil War, but it was more than generals and maps, it featured the common soldier, sailor, and civilian who witnessed a lifetime in 47 days. The guide includes information about the park, resources available, and information on planning a field trip. Activities in the guide have age group recommendations for K-12 and each section has supplemental classroom activities. The guide is divided into the following sections and subsections: (1) "Introduction"; (2) "22 2221 2 111 1 - Codes"; (3) "Emancipation Proclamation"; (4) "Gunners"; (5) "In the Words of George Yost"; (6) "Is It Enough?" (7) "Killing Commanders"; (8) "Letters Home"; (9) "Living History"; (10) "Maps"; (11) "Medicinal Plants"; (12) "Mementos"; (13) "Name That State"; (14) "Nothing Looks the Same"; (15) "Odds and Ends"; (16) Political Cartoons"; (17) "Presidential Powers"; (18) "The Price in Blood"; (19) "A Question of Time"; (20) "A Sailor's Story"; (21) "Searching for Answers"; (22) "Vicksburg Is the Key"; (23) "Who's Who"; (24) "Words of a Soldier"; (25) "WVIC News"; (26) "Wrap Up Activities"; (27) "Civil War Terms"; (28) "Read More about It"; (29) "And in the End"; and (30) "Evaluation." (Contains 57 resources.) (BT)

ED 437 315 SO 031 218

Albert Gallatin: Champion of American Democracy. Friendship Hill National Historic Site Educational Guide.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Field Trips; Heritage Education; Historic Sites; Immigrants; Parks; Social Studies; *United States History
IDENTIFIERS- Site Visits

primary cause of the city's growth and prosperity, the Klondike Gold Rush nonetheless serves as a colorful reflection of the era and its themes, including the celebrated "Seattle spirit." This historic resource study examines the Klondike Gold Rush, beginning in the early 1850's with the founding of Seattle, and ending in 1909 with the Alaska-Yukon-Pacific Exposition commemorating the Klondike Gold Rush and the growth of the city. Chapter 1 describes early Seattle and the gold strikes in the Klondike, while the following three chapters analyze how the city became the gateway to the Yukon, how the stampede to the Far North stimulated local businesses, and how the city's infrastructure and boundaries changed during the era of the gold rush. Chapter 5 looks at how historians have interpreted the Klondike Gold Rush throughout the 20th century. The final chapter brings the Klondike story up to the present, describing the establishment of Seattle's Pioneer Square Historic District and the Klondike Gold Rush National Historical Park. The chapter titles include: (1) "'By-and-By': The Early History of Seattle"; (2) "Selling Seattle"; (3) "Reaping the Profits of the Klondike Trade"; (4) "Building the City"; (5) "Interpreting the Klondike Gold Rush"; and (6) "Historic Resources in the Modern Era." Contains an extensive 147-item partially annotated bibliography; 12 appendixes contain historical documents and photographs. (BT)

ED 437 335 SO 031 421

Silva, Diane Yendol
The Teacher Curriculum Encounter: The Impact of Structures, Roles, and Beliefs on the Implementation of a New American History Social Studies Curriculum.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (79th, Orlando, FL, November 19-21, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Curriculum Development; Curriculum Research; Elementary Education; *Social Studies; *Teacher Developed Materials; *Teacher Role; Teamwork; *United States History

This study describes three cases which illustrate the experiences of three teams of elementary teachers engaged in implementing a new district-developed U.S. History unit. This district-created unit was written by a small group of teachers under the supervision of a district curriculum specialist. Each of the three teams studied varied in their involvement in writing the unit and their familiarity with teaching the unit. Interview and document data were analyzed both within and across cases resulting in the three findings that make sense of the teams' curriculum encounters. These teams' encounters with the curriculum were impacted by: (1) the congruency between the teachers' perceived role in implementing the new curriculum and their actual role as curriculum implementors; (2) the congruency between the new curriculum and their collective beliefs about how children learn; and (3) the level of frustration experienced by these teacher teams as structures were imposed to orchestrate fidelity in implementation. These cases describe the encounter each team had with the new curriculum and offer assertions that focus on the micro-politics of grade-level teams, suggestions for curriculum leaders, and the role of teacher personal practical knowledge

ED 437 356 SP 038 939

Newton, Rose Mary; Winter, Paul A.
An Experimental Investigation of Teacher Attraction to School Council Service.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Instructional Leadership; Principals; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Role; Teachers
IDENTIFIERS- *Job Characteristics; *School Councils

This research examined teacher attraction to school council service. Public school teachers rated content-validated job descriptions for positions of school council member. The study design was a 2x2x3 analysis of variance. The independent variables were school council job attributes (instructional leadership or management); the role of the principal on the council (chair or member with a teacher as chair); and teacher school level (elementary school, middle school, or high school). The dependent variable was teacher reaction to school council job. Statistical testing detected a two-way interaction between job attributes and principal role on the council. When a teacher chaired the council, there was no variance in teacher ratings of the job. When a principal chaired the council, teachers rated the job with instructional leadership job attributes more favorably than the job with management job attributes. The study results have implications for job attraction theory and for recruiting teachers to leadership roles. (Contains 22 references.) (Author/SM)

ED 437 357 SP 038 940

Gettys, Cynthia M.; Ray, Barbara M.; Rutledge, Valerie C.; Puckett, Kathleen S.; Stepanske, Jeanette B.
The Professional Development School Experience Evaluation.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *College School Cooperation; Curriculum Development; Elementary Secondary Education; Higher Education; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Program Evaluation; Student Role; *Teacher Collaboration; Teacher Role
IDENTIFIERS- University of Tennessee Chattanooga

This study addressed the use of Professional Development Schools (PDSs) as a component of the teacher preparation program at the University of Tennessee, Chattanooga. The study measured differences in perceptions of all groups involved in the PDS process. The five groups under study were PDS students, university faculty, and PDS onsite coordinators, classroom teachers, and administrators. Participants completed a survey instrument that asked them to rank curriculum and planning for teaching, roles, university-PDS relationships, and perceptions.

Teachers to Serve Children and Families with Diverse Backgrounds" (Marianne D'Emidio-Caston); "Preparing Teachers to Connect Home and School: Learning About the Sociocultural Contexts of Teaching and Learning" (Paula F. Levin); "Family Involvement in Education: The Apprehensions of Student Teachers" (Peg Hartmann Winkelman); and "Preparing Educational Leaders to Work Effectively with Families: The Parent Power Project" (Deanna Evans-Schilling). (SM)

ED 437 377 SP 038 963

California's Future: Highly Qualified Teachers for All Students. Final Report of the Advisory Panel on Teacher Education, Induction and Certification for Twenty-First Century Schools (SB 1422).
PUB DATE- 97
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Accreditation (Institutions); Educational Change; Educational Policy; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *State Standards; Systems Approach; *Teacher Certification; *Teacher Competencies; *Teacher Qualifications; Teacher Recruitment; Teacher Selection; Teachers; Teaching Skills
IDENTIFIERS- California

Senate Bill (SB) 1422 required the California Commission on Teacher Credentialing to review the requirements for earning and renewing teaching credentials. This report presents the results of the review. Part 1, "Overview of the Comprehensive Review of Teaching Credential Requirements," examines the purpose and structure of the review and the work of the Advisory Panel. Part 2, "Educational Goals and System Architecture," includes the four goals: Improve Teacher Recruitment, Selection, and Access; Teaching Standards and Program Content; Increase Professional Accountability; and System Change and Evaluation. The architecture of a new teacher certification system is noted. Part 3, "Recommendations for a Restructured Teacher Certification System," discusses recommendations related to the four goals. Four appendixes present SB 1422 Advisory Panel References, SB 1422 Advisory Panel Presenters, SA 1422 Regional Network Representatives, and a Glossary of Terms. (SM)

ED 437 378 SP 038 964

The Effectiveness of District Intern Programs of Alternative Teacher Certification in California: A Longitudinal Study.
PUB DATE- 96
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alternative Teacher Certification; Elementary Secondary Education; Higher Education; *Internship Programs; Longitudinal Studies; Mentors; Preservice Teacher Education; Public Schools; School Districts; State Standards
IDENTIFIERS- California

This report describes results from a longitudinal study of the effectiveness of District Intern Programs on California's alternative teacher certification. Data came from classroom observations, reviews of program documents, questionnaires, and

NOTE- 14p.; Paper presented at the Annual Meeting of the California Educational Research Association (Monterey, CA, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; *Educational Improvement; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; Learning; *Program Evaluation; Research Utilization; Summative Evaluation

This paper uses research findings on program evaluations over the last 20 years to derive 10 "Golden Rules" that will help school districts increase student learning. Each of the rules is described and illustrated within the context of a five-part quality assurance and evaluation system of program screening, field-testing, adoption and implementation, summative evaluation, and confirmative evaluation. The rules are: (1) identify programs that are closely aligned with state and district standards; (2) identify programs that have some evidence of established validity; (3) field test all programs considered for district adoption at least 2 years before their full adoption; (4) make sure there is adequate teacher training and staff development for implementing all program components; (5) make program adoption decisions based primarily on field study results; (6) tailor the adopted program to fully comply with district requirements during the first year of implementation and purchase any needed supplemental instructional materials; (7) design an instructional verification system to accompany implementation and record the amount of instruction provided to each class, as well as each class' level of proficiency on the program outcome ; (8) review and analyze program cost, implementation, and effects data at least three times a year and develop intervention strategies to assist in problem areas; (9) produce a summative evaluation report each year; and (10) produce a confirmative evaluation report after 3 years of program implementation. (SLD)

ED 437 399 TM 030 551

Onwuegbuzie, Anthony J.; Daniel, Larry G.
Uses and Misuses of the Correlation Coefficient.
PUB DATE- 99
NOTE- 58p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Causal Models; *Correlation; Effect Size; *Error of Measurement; *Research Methodology
IDENTIFIERS- Bootstrap Methods; Jackknifing Technique

The purpose of this paper is to provide an in-depth critical analysis of the use and misuse of correlation coefficients. Various analytical and interpretational misconceptions are reviewed, beginning with the egregious assumption that correlational statistics may be useful in inferring causality. Additional misconceptions, stemming from researchers' failure to recognize that correlation coefficients are specific cases of the general linear model (GLM), and, therefore, bounded by GLM assumptions, are also discussed. Other inappropriate practices are highlighted, including failure to: (1) consider issues impeding and facilitating the adoption of best practices in treating the population of interest. Data collection strategies included participant observation, telephone interviews, document analysis, and meeting evaluation forms completed by participants at each session. From these sources, 17 themes related to the panel process emerged. Data from the qualitative interviews produced a richer and more contextual perspective from which to evaluate the degree and quality of consensus among the panel participants. Combining quantitative and qualitative approaches allowed for triangulation and complementarity in the evaluation process. (SLD)

ED 437 421 TM 030 573

Hosley, Cheryl A.; Minton, Carmelle
The Wilder Foundation Client Characteristics Checklist: Use of a Risk Factors Assessment as an Evaluation Tool.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Evaluation Association (14th, Orlando, FL, November 2-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Check Lists; Evaluation Methods; Individual Characteristics; *Patients; Philanthropic Foundations; Program Evaluation; *Risk
IDENTIFIERS- Client Tracking

The usefulness of a Client Characteristics Checklist that has been used in many programs sponsored by the Wilder Foundation over 10 years was studied. The checklist is used to document a variety of potential risk factors and descriptive characteristics of individuals and families served by Foundation programs. Client characteristics across the projects that have used the instrument were studied, and the instrument was examined to see if revisions were necessary. Data were collected on 12,467 clients served by 33 programs. Across programs and fiscal years, the average number of client risk characteristics identified was 12. Five of these were identified as particularly likely to increase over time. Only four items did not show significant variation by client gender, and the frequencies of the client characteristics also showed variation according to the ethnicity of the client. The number of client characteristics identified increased with the child's educational level (used as a proxy for age). These findings, a literature review, and staff recommendations were used to develop revised checklist items. Twenty-nine of the original 46 items were retained on the checklist, and 25 new items were added. The checklist is attached. Contains 18 figures. (SLD)

ED 437 422 TM 030 576

Stake, Bob
Representing Quality in Evaluation.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

educational and opportunity gap faced by Hispanics in the United States. After an introduction, "A Hard Look at Where We Are Now," the first section discusses "Education and Hispanic Economic Opportunity." The next section presents "Where the Jobs Are," examining various types of jobs. The third section discusses "Earnings and the Hispanic Education Gap," examining educational achievement and attainment, education and earnings, job types, immigration and the economy, education and unequal pay, the importance of academic skills, the educational domino effect, and the importance of nonacademic skills. The fourth section examines "Skills and the Hispanic Employment Outlook through 2006," discussing the various skill levels and noting policy implications. The fifth section examines "Hispanic College Participation, 1995-2015," discussing challenges and increased access for traditional and nontraditional students. The sixth section highlights "Policy Priorities," including money matters, affirmative action and beyond, reinventing assessment, and supporting bilingual education. The seventh section discusses "A Strategy of Engagement," including enhancing social capital, reaching out to Hispanic students, encouraging community-based postsecondary institutions, and introducing new policy priorities. An appendix presents additional data on educational attainment and educational opportunity. (Contains 74 references, 16 tables, and 32 figures.) (SM)

ED 437 445   UD 033 230

Parental/Community Involvement: Strategies To Train Parents.
PUB DATE- 99
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *Adult Learning; Adult Students; Elementary Secondary Education; *Parent Education; *Parent Participation; *Parent Teacher Conferences; Parents as Teachers; *Self Esteem
IDENTIFIERS- Maslows Hierarchy of Needs

This skill packet presents strategies for training parents to be involved in their children's education. Section 1 focuses on understanding the relationship between positive self-esteem and academic achievement. Section 2 discusses the purpose of parent-teacher conferences and how to enhance communication. Section 3 focuses on research supporting the role of parents as participating teachers in their children's education and its direct relationship with student achievement. It explains which activities a child should engage in after school to develop skills needed to function successfully in a classroom. The packet's activities are intended to be delivered in brief sessions spread out over several weeks or months. Each activity includes the activity's number and name, the time necessary to complete it, its purpose, the setting for the activity, and the materials needed. Each section provides the necessary handouts and forms, transparencies, and charts. Directions for the trainer are provided on each activity page. (SM)

ED 437 446   UD 033 232

The Stories of Thirty-Two Young People Who Achieved Success and the Programs That Helped Them.
SPONS. AGENCY- Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.)

Wenzhong, Hu; Grove, Cornelius L.
Encountering the Chinese: A Guide for Americans. Second Edition. The InterAct Series.
PUB DATE- 99
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Asian Studies; *Attitudes; Chinese Culture; *Cultural Awareness; Cultural Differences; Foreign Countries; *Interpersonal Communication; Interpersonal Relationship; *Values
IDENTIFIERS- China; *Chinese People

This book provides a practical and culturally sensitive guide to Chinese culture along with insights into how to communicate with and interact with Chinese people. This edition contains information on economic changes and the gradual demise of state owned companies in addition to information about basic Chinese values, cultural norms, and mindsets. The chapters in part 1 are: (1) "A Brief Background to the Chinese Way of Life"; (2) "Chinese Titles and Forms of Address"; (3) "Greetings, Conversations, and Farewells"; (4) "Chinese-Style Dining"; (5) "Appointments, Visiting, and Time Use"; (6) "Chinese Modesty and Humility"; (7) "Making Friends with the Chinese"; (8) "Education and Training among the Chinese"; (9) "Negotiating and Institutional Decision Making"; and (10) "The Concept of 'Face' in Chinese-American Interaction." A second section contains advice of Americans living and working in the People's Republic of China. One appendix is a glossary of Chinese terms, and the other is a list of Chinese titles and forms of address. Seventeen sources are listed for further reading. (SLD)

ED 437 469 UD 033 260

Powers, Richard B.
An Alien among Us: A Diversity Game.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitudes; *Cultural Awareness; Cultural Differences; Diversity (Student); *Ethnic Groups; *Games; *Intergroup Relations; *Minority Groups; Multicultural Education; Stereotypes

The game described in this booklet is designed to broaden the players' perspectives on human diversity and to help them appreciate and value people of different backgrounds. In the game, players are asked to select the best candidates for an interplanetary mission on the basis of certain characteristics. Making the selections reveals stereotypes and attitudes held by the players. The chapters of the game guide are: (1) "Overview"; (2) "Procedure"; (3) "Debriefing"; (4) "Some Expected Outcomes"; (5) "References and Resources for Debriefing Simulations"; and (6) "Game Materials." (Contains 11 references.) (SLD)

Asian Americans are included within "Asian America" as the term is applied to academic programs and admissions policies, grassroots community organizing and politics, and critical analyses of cultural products. The essays are: (1) "Within Kaleidoscope Eyes: The Potential (Dangers) of Identitarian Coalitions" (Deepika Bahri); (2) "The Limits of (South Asian) Names and Labels: Postcolonial or Asian American?" (Lavina Dhingra Shankar); (3) "The Racial Gap: South Asian American Racial Identity and the Asian American Movement" (Nazli Kibria); (4) "Pahkar Singh's Argument with Asian America: Color and the Structure of Race Formation" (Min Song); (5) "Crafting Solidarities" (Vijay Prashad); (6) "At the Crossroads: College Activism and Its Impact on Asian American Identity Formation" (Anu Gupta); (7) "From Campus to Community Politics in Asian America" (Sumantra Tito Sinha); (8) "The Call of Rice: (South) Asian American Queer Communities" (Sandip Roy); (9) "Ram Yoshino Uppujun's Campaign: The Implications for Panethnicity in Asian America" (Rajini Srikanth); (10) "A World Apart: A Reading of South Asian American Literature" (Ruth Yu Hsiao); and (11) "Min(d)ing the Gap: South Asian Americans and Diaspora" (Samir Dayal). Each essay contains references. (SLD)

ED 437 492 UD 033 298

Anderson, Robert N.
United States Life Tables, 1997.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adults; *Age Differences; Blacks; *Racial Differences; *Sex Differences; Tables (Data); Whites
IDENTIFIERS- *Life Expectancy

The life tables in this report are current life tables for the United States based on age-specific death rates in 1997. Beginning with the 1997 tables, U.S. life tables have been constructed with a new methodology that is similar to that used in the decennial life tables. Life expectancy and other tables are shown for the first time for ages 85 to 100. The report contains life tables by age, race, and sex. In 1997, the overall expectation of life at birth was 76.5 years, an increase of 0.4 years compared with life expectancy in 1996. Life expectancy increased from 1996 to 1997 for each of the four race-sex groups for which life expectancy is reported. Life expectancy increased for black males by 1.1 year (from 66.1 to 67.2), for black females by 0.5 year (from 74.2 to 74.7), for white males by 0.4 year, and for white females by 0.2 year. Technical notes explain the ways the tables were computed. (Contains 12 tables, 3 figures, and 17 references.) (SLD)

ED 437 493 UD 033 299

Taylor, Erika D.
How Does Peer Support Relate to African-American Adolescents' Academic Outcomes? Testing a Conceptual Model.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM,

unwanted outcome; partnering; using cultural diversity to enrich the parent/infant visit; the visit as a means of supporting students for whom English is a second language; choosing and caring for a class pet; dealing with trash; staying drug free; and considering the lives of American Indians during frontier days. (JPB)

ED 437 154   PS 026 341

Heath, Harriet
Parents and Their Toddler Visit the Classroom. Unit 3. Education for Parenting/Learning How To Care.
PUB DATE- 95
NOTE- 66p.; For Units 1 and 2, see PS 026 339-340.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Rearing; Elementary Education; *Elementary School Curriculum; Elementary School Students; *Infant Care; Lesson Plans; *Parenthood Education; *Parenting Skills; Teaching Guides; Teaching Methods; *Toddlers
IDENTIFIERS- Caring

This manual is intended for teachers who envision the value of teaching parenting/caring to elementary school children but have minimal time and little opportunity for training. The manual is the third of three units of the curriculum, "Education for Parenting." Each unit follows a different aged baby visiting the classroom and is written to be taught throughout one school year. "Education for Parenting" is part of the overall curricula Learning How to Care, which teach students how to care for themselves, other people, and life around them, such as pets or the environment. This series focuses on what parents do as they nurture their children's healthy development. Parents and their infants visit the classroom. Students observe parents nurturing their children, as well as implement caring by planning for the visit themselves. From these experiences, students become more aware of what is involved in caring/parenting and begin to acquire the relevant information and skills. This manual unit covers the visit of a parent with a toddler, and the relevant classroom preparation. Included are guides to implementing the curriculum, generic lesson plans, aids to teaching, and outlines. Special issues that may arise when teaching "Education for Parenting" is discussed, include: the unwanted outcome; partnering; using cultural diversity to enrich parent/infant visit; the visit as a means of supporting students for whom English is a second language; choosing and caring for a class pet; dealing with trash; staying drug free; and considering the lives of American Indians during frontier days. (JPB)

ED 437 155   PS 026 565

Severeide, Rebecca
Establishing a Baseline for School Readiness of Washington County Children Entering Kindergarten.
SPONS. AGENCY- Washington County Commission on Children and Families, Hillsboro, OR.
PUB DATE- 98
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

Based upon the view that character development is not by and large the result of special lessons, but is rather embedded in and the product of the child's growth, this book focuses on how the intimacy of the ordinary day stimulates and enhances the child's potential for morality, devotion, and idealism. The book identifies general themes in the intimate relationship between parents and children and shows how to support and enhance positive character development. Vignettes from everyday situations and cases from clinical practice are used to highlight typical issues concerning parents and illustrate treatment of troubled children and adolescents and their families. The book defines the parents' mission as learning to trust and enhance the child's emerging maturity rather than simply concentrating on behavior management. Organized chronologically, the book examines personality development from early childhood through adolescence while interspersing subjects that recur throughout development. Topics considered include the parent-child love relationship, parental authority and temper, building self-discipline, the typical "back and forth" pattern of development, emotional development, conscience development, materialism and emphasizing people, citizenship in school, student motivation, adolescent needs and fostering maturity, sexuality, and spiritual values. Contains 12 references. (KB)

ED 437 173 PS 028 076

Kocak, Aylin; Bekman, Sevda
Mothers Speaking: A Study on the Experience of Mothers with Mother-Child Education Program.
PUB DATE- 99
NOTE- 14p.; Paper presented at the European Conference on the Quality of Early Childhood Education (9th, Helsinki, Finland, September 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Child Rearing; Family Programs; Family Relationship; Foreign Countries; *Mother Attitudes; Mothers; *Parent Child Relationship; *Parent Education
IDENTIFIERS- Turkey

This study investigated the change experienced by mothers participating in the Mother-Child Education Program (MOCEP) in Turkey, which is provided in adult education centers in collaboration with the Ministry of National Education and the Mother-Child Education Foundation. MOCEP targets both the child and the child's immediate environment and aims to foster cognitive and psychosocial development in the home environment. The main aim of this study was to explore the experiences, feelings, and perspectives of mothers through a qualitative approach. Individual interviews with program participants, focus groups, and researcher observations provided the data. As quotes from the interviews reveal, mothers indicated a positive change in their behavior, self-esteem, and child-rearing attitudes because of the program. Mothers reported listening to their children more and avoiding negative discipline methods. They also believe their children and husbands behave more positively because of the program's influence. (EU)

ED 437 174 PS 028 103

Dispenza, Mary
Our Families, Our Children: The Lesbian and Gay Child Care Task

community well-being. Part two, which includes four chapters, addresses specific issues and strategies related to promoting resiliency for students, educators, schools, and communities. Part three includes two chapters which present strategies to help schools and communities bring their resources together in ways that support resiliency initiatives, and provides examples of communities currently engaged in this important work. The book is designed to be interactive and includes activities to assist in developing a better understanding of the concepts and strategies presented. The book concludes with 18 handouts intended to provide further information and assist in community self-evaluation. (SD)

ED 437 192 PS 028 172

Brownstone Afterschool Curriculum.
PUB DATE- 99
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *After School Education; *After School Programs; *Change Agents; Child Welfare; *Economically Disadvantaged; Elementary Education; Elementary School Curriculum; High Risk Students; *Homeless People; Influences; Life Events; Mathematics Curriculum; Poverty; Reading; Science Curriculum; Social Studies; Writing Exercises
IDENTIFIERS- *Change Perspectives

Acknowledging the changes that poor and homeless students have experienced, this curriculum guide uses change to focus on the challenges found in transitioning into a new environment. The premise underlying the curriculum is that the forces that shape human life are constantly changing, and in order to give meaning to these changes, students must take a careful look at them and understand their implications for the future. Change is therefore broadly considered and is used to allow students to study issues as diverse as growing up, evolution, plant life, time, and historic revolutions. The 25 projects presented have been separated into three sections. Those in section one provide reading and writing projects such as creating a writer's notebook, reading and writing about growing up, reading stories to find cause and effect, and reading and writing about making new friends and about changing moods and emotions. Projects in section two provide science and math activities exploring changing weather, changing seasons, changing colors, electricity, cycles, and time. Projects in section three provide social studies activities exploring immigration to New York, the Middle Ages, how laws are changed, the American Revolution, and changing clothing styles. Thirteen appendices present further information and worksheets to accompany the curriculum projects. (SD)

ED 437 193 PS 028 174

Ackermann, Karen B.; Pierropoulos, Vivian S.; Yager, Karyn L.
Enabling Cooperative Learning through Social Skills Instruction: A First and Second Grade Study.
PUB DATE- 99
NOTE- 166p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)

Brady, Marian L.
Parents' Reported Involvement in Their Children's Literacy Development and Teachers' Reported Perceptions of That Involvement.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Students; *Emergent Literacy; Literacy Education; *Parent Participation; Parent Role; Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; *Parents; Parents as Teachers; *Teacher Attitudes; *Teachers

Noting the need for increased teacher knowledge of parent involvement activities in order for school-home partnerships to improve, this study examined parent involvement in their children's literacy development and the knowledge of parent involvement among their children's teachers. Participating in this study were 102 parents of children in kindergarten through fifth grade from one dual language (Spanish/English) elementary school. Parents rated their involvement in their children's literacy development on a 50-item scale that included items measuring involvement in literacy promotion activities such as taking their child to the library and working on projects with their child, participation at school such as helping in the classroom, and specific literacy engagement such as reading in the child's presence. Eight teachers of these children also rated the parents' literacy involvement on the same scale. The findings revealed that parents reported being more involved in their children's literacy development than the teachers reported for these same parents. The majority of dissimilar responses between parents and teachers were on items teachers could not observe firsthand. Contains 31 references. (KB)

ED 437 211   PS 028 207

Tesfamicael, Ghennet
Parent Observation of a Teacher-Parent Relationship in Early Childhood Education.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cultural Differences; Immigrants; Kindergarten; Kindergarten Children; Limited English Speaking; *Parent School Relationship; *Parent Teacher Cooperation; *Parents; Preschool Teachers; Primary Education
IDENTIFIERS- *Language Barriers; Parent Needs

Building a strong relationship between parents and their preschool-aged child's teacher can be difficult when the parents and teachers speak different languages and come from different cultures. This paper discusses how a parent from east Africa with language and cultural differences dealt with a local school system to ensure that her young children with speech and language delay obtained the educational and developmental services needed. The paper describes lessons learned to immigrant parents of children who speak English as a second language facing similar barriers. The paper also notes the special needs of parents with language and cultural differences and provides suggestions for early childhood education administrators and teachers on how to handle such needs and concerns. Contains 14 references. (Author/KB) indicators of county economic growth, and those indicators were then tested against data for nonmetro counties during the 1980s using multiple regression analysis. The principal variables examined included demographic and labor market factors, education levels and activity, local taxes and expenditures, transportation access, business and banking structure, amenities, relationship to metro areas, and economic base. Factors related to local and regional economic growth (improved county earnings) were attractiveness to retirees, right-to-work laws, excellent high school completion rates, good public education expenditures, and access to transportation networks. Factors associated with poor earnings growth included high wage levels, high concentrations of transfer-payment recipients, high concentrations of small independent businesses in the goods-producing sector, and high concentrations of African Americans. The mix of industries active in a county was also strongly associated with county earnings. In the 1990s, nonmetro counties in general experienced greater real earnings growth, and some of the factors associated with stronger or weaker growth may have become less powerful. (SV)

ED 437 231   RC 022 162

Van Scoyoc, Nancy
LEAP: An Investment in the Future of At-Risk Adolescents.
SPONS. AGENCY- Urban Inst., Washington, DC.
PUB DATE- 96
NOTE- 35p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adventure Education; Community Cooperation; *Disadvantaged Youth; *Dropout Prevention; Early Intervention; Elementary Secondary Education; *Experiential Learning; *High Risk Students; Leadership Training; Potential Dropouts; Program Evaluation; Resident Camp Programs; Youth Programs
IDENTIFIERS- District of Columbia

The Leadership Education Adventure Partnership (LEAP) is a program of For Love of Children in Washington, D.C., that aims to turn the lives of at-risk adolescents toward healthy development and a productive future. Beginning at age 10, LEAP involves youth in wilderness adventure activities that help them discover their strengths and develop confidence and problem-solving skills. Starting with a 2-week summer adventure camp experience, the program continues with reunion activities in the city throughout the year, pairs youth with mentors, and stays in touch with families. Each year as youth are invited back, they are offered greater challenges and greater responsibility. The LEAP model embodies the four basic philosophies of early intervention, experiential learning, a broad-based approach, and the value of the natural world. Although LEAP youth are among the highest-risk youth in the city, those who continued in the program for 3 years or more had a 5 percent dropout rate (compared to 50 percent citywide). This report provides an overview of LEAP philosophies and procedures, discusses the context for LEAP, discusses results and the evaluation process, and presents needs and possibilities for the future. It focuses on how LEAP and its key components, especially the adventure experiential methodology, have evolved and assesses what has been most effective and most worth replication. An appendix provides a site description, a program description, and assessment tools.

Ravallion, Martin; Wodon, Quentin
Evaluating a Targeted Social Program When Placement Is
Decentralized. Policy Research Working Papers No. 1945.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Evaluation Methods;
*Evaluation Problems; Foreign Countries; Incentives; *Poverty
Programs; Program Effectiveness; *Program Evaluation; Rural
Education; *Statistical Bias
IDENTIFIERS- *Bangladesh; *Nonrandom Selection

Assessment of welfare gains from a targeted social program can be seriously biased unless the endogeneity of program participation is addressed. Bias comes from two sources of placement endogeneity: the purposive targeting of geographic areas, and the targeting of individual recipients within selected areas. Partial decentralization of program placement decisions is common, but the center often retains control of broad geographic targeting. This paper argues that partial decentralization of program placement decisions creates control and instrumental variables useful for identifying program benefits. The center's allocation to a local level of government is presumably based on observable indicators. The central allocation will also influence allocation to individuals but is unlikely to determine individual outcomes conditional on individual program participation. With controls for the welfare-relevant geographic characteristics determining program placement decisions, the center's allocation across areas can be used as an instrumental variable for individual participation. This approach is illustrated with Bangladesh's Food for Education program, which provides a food stipend to poor, primarily rural families in exchange for their children's school attendance. A single post-intervention cross-sectional household survey identified program impact on attendance, using village-level placement as an instrument for individual placement. A detailed community survey, coordinated with the household survey, controlled for sources of heterogeneity in geographic influences on attendance. The program had a sizeable impact on school attendance and was greatly underestimated by a regression estimator that ignored the purposive program placement. (SV)

ED 437 250 RC 022 203

Basu, Kaushik; Narayan, Ambar; Ravallion, Martin
Is Knowledge Shared within Households? Policy Research Working
Papers No. 2261.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Attainment; *Family Environment; Family
Influence; Family Relationship; *Family Work Relationship;
Females; Foreign Countries; Helping Relationship; *Illiteracy;
*Income; *Literacy; Males; Rural Areas; *Sharing Behavior;
Urban Areas
IDENTIFIERS- *Bangladesh

This paper examines whether an illiterate worker's earnings are affected by the literacy of other members of the household. Theory suggests that a member of a collective-action household may or may not share knowledge with others in the household.

Science and Equity Digest, January 2000.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Engineering Education; *Females; Higher Education; *Science Careers; Scientific Enterprise; *Scientific Research; *Sex Bias; Sex Discrimination; Sex Role; Sex Stereotypes

This digest presents information on the state of sex equity in the fields of science and engineering. Featured articles include: "Becoming a Scientist" (Shirley Malcolm); "Gender Equity Issues in Science Careers" (Sue V. Rosser and Julie Montgomery); and "Innovations in Intervention Settings" (Katherine Darke and Beatriz Chu Clewell). A list of more resources for learning about gender and science is also included. (WRM)

ED 437 269 SE 063 013

Grade 10 to Grade 12 Mathematics Resources: Annotated Bibliography.
PUB DATE- 99
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Resources; Foreign Countries; Grade 10; Grade 11; Grade 12; High Schools; Instructional Materials; *Mathematics Curriculum; *Mathematics Education
IDENTIFIERS- Canada

This annotated bibliography identifies English language resources endorsed by all Western Canadian Protocol (WCP) jurisdictions implementing The Common Curriculum Framework for K-12 Mathematics Grade 10 to Grade 12. Resources in this annotated bibliography were selected through a collaborative review process based on their high level of fidelity with the rationale, philosophy, mathematical processes and outcomes of the Common Curriculum Framework. Resources underwent an intensive review and were found to be the most suitable of those submitted. During this review breadth, breadth and depth, depth, and teacher resources were identified for Pure Mathematics 10, 11, and 12, while depth and teacher resources were identified for selected parts of Applied Mathematics 10, 11, and 12. WCP Key Resources are high quality learning and teaching resources that best address the philosophy and content of the outcomes embodied in the Common Curriculum Framework. These include resources in a variety of media and formats with the following characteristics: (1) Breadth identifies learning resources with the highest possible level of fidelity to the general and specific outcomes published for a course; (2) Depth identifies learning resources that address a limited range of general and specific outcomes for a cluster or set of clusters but provide an especially effective learning experience for students; (3) Breadth and Depth identify comprehensive learning resources that provide both the breadth and depth dimensions for a particular course; and (4) Teacher Identified resources are those that assist teachers in the implementation of the Common Curriculum Framework and any courses derived from it. Each annotation includes series and title, resource include appropriate fourth-grade skills and interdisciplinary connections. The first mini-unit on the Crusades contains five lessons, each of which lists educational objectives for students, study procedures, and evaluation procedures. The unit contains a 21-item bibliography and a list of videos and other resources. Appended are comprehension questions, poems, and informational material. The second mini-unit, Islam, contains the same number of lessons with the same objectives and procedures. This unit contains a 20-item bibliography and a list of videos and resources. Appended are a vocabulary list, comprehension questions, a list of English words of Arabic origin, and informational materials. (BT)

ED 437 295 SO 030 766

Walker, Barbara
An Historical Look at Israel. Fulbright-Hays Summer Seminars Abroad, 1998 (Israel and Jordan).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Christianity; *Cultural Pluralism; Curriculum Development; Curriculum Enrichment; Foreign Countries; Global Education; Grade 6; Intermediate Grades; Islam; Judaism; *Middle Eastern History; Middle Schools; *Religious Cultural Groups; *Social Studies; Student Educational Objectives
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Israel (Jerusalem)

This presentation is designed to be part of a unit of study on the Middle East for sixth-grade students. The presentation is combined with independent and group research covering the people, geography, history, and economies of the countries of the Middle East. The presentation explains that Israel is a unique country in the Middle Eastern region because of the presence of three major religions: Judaism, Muslim, and Christian, and because of its high population of non-Arabs. The lesson focuses mainly on the city of Jerusalem because it has historically been the major city of the Holy Land. Although there are many historical sites throughout Israel, Jerusalem offers a more complete coverage of the major historical periods from about 3000 BCE to the present time. The presentation points out that Israel is a tiny piece of land with over 100 different ethnic groups living together. (BT)

ED 437 296 SO 030 767

Boyett, Colleen Kelley
"Jerusalem: A City of Diversity"--A Play. Fulbright-Hays Summer Seminars Abroad, 1998 (Israel and Jordan).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

This teacher's guide is designed to prepare teachers and their students for a rewarding experience when visiting the Friendship Hill National Historic Site, the home of Albert Gallatin (1761-1849). Gallatin was a financier, entrepreneur, politician, diplomat, scholar, and colleague of Thomas Jefferson, James Madison, and James Monroe. The guide provides a brief biography of Gallatin for the educator, pre-visit lessons for the students, an outline of the on-site programs, and suggested reading and post-visit activities. The contents of this guide are: (1) "Educators' Study Guide" (to Friendship Hill National Historic Site); (2) "Suggested Pre-Visit Activities" (written for elementary students utilizing area districts curriculum themes); (3) "Park Visit Online"; (4) "On-Site Program List" (with information about the programs offered at the park including their themes and objectives); (5) "Suggested Reading"; and (6) "Post-Visit Activities." (Contains 11 resources.) (BT)

ED 437 316 SO 031 225

Caliendo, Eric; Kopacz, Renae
Improving Student Motivation and Performance in Music Programs.
PUB DATE- 99
NOTE- 50p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Applied Music; Classroom Techniques; Grade 8; Middle School Students; Middle Schools; *Music Education; *Student Motivation; Teacher Role
IDENTIFIERS- *Musical Performance

An action research project was designed and implemented to improve student motivation and performance levels in middle school music performance programs. The targeted population consisted of 43 eighth-grade band and choral students in two diverse suburbs of a large Midwestern city. The problem of lack of motivation to achieve high levels of performance was documented through teacher observation and assessment of student responses to challenging assignments. Analysis of probable cause data indicated that students may attribute musical ability to talent rather than effort. In addition, students may experience a lack of motivation in performance groups because they lack a connection with the literature chosen by the director. Reviews of instructional strategies indicated a lack of opportunity for performance students to listen to and analyze professional performances as well as their own performances. A review of solution strategies suggested by the literature combined with analysis of the problem setting resulted in the selection of the following intervention strategies: students will listen to and analyze professional recordings of music to be performed; student-led sectional rehearsals will be held; and students will critique their own videotaped performances. A comparison of pretest and posttest results showed an increase in music achievement scores from 79.6% to 90.2% for band students and from 74.5% to 87.7% for choral students which led teacher/researchers to recommend providing opportunities for performance students to listen to and analyze professional recordings as well as their own performances. Student-led sectional rehearsals are also recommended. (Contains 3 figures, 4 tables of data, and 21 references. Appendixes contain a checklist for recording intervention, a sectional rubric, a student reflection form, audition forms, and a survey for music performance groups.)

in the curriculum implementation process. (Contains a table of data and 23 references.) (Author/BT)

ED 437 336 SO 031 423

Swainson, N.; Bendera, S.; Gordon, R.; Kadzamira, E.
Promoting Girls' Education in Africa: The Design and Implementation of Policy Interventions. Education Research Serial No. 25.
PUB DATE- 98
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Developing Nations; *Educational Policy; Educational Research; *Females; Foreign Countries; Gender Issues; *Government Role; Nondiscriminatory Education; Sex Fairness; *Womens Education
IDENTIFIERS- Malawi; Tanzania; Zimbabwe

This report presents research findings about the intellectual, political, and organizational processes that have shaped government and donor policies and projects concerned with promoting the education of women and girls in Malawi, Tanzania, and Zimbabwe. The study seeks to assess the extent to which gender interventions in education have been donor driven. The growing concern about large and persistent gender inequalities in education has led to the development of a number of initiatives on the part of multilateral and bilateral aid agencies aimed at encouraging the participation of women and girls in education. Despite this concern, efforts to reduce gender inequalities on the part of both governments and donor agencies have been uneven and policy interventions have evolved in a piecemeal fashion. In order to explore the reasons for the limited progress that has been made in improving girls' education in most developing countries, this study focuses on policy formulation and implementation with respect to girls' education in the three low income African countries. (Contains approximately 180 references.) (BT)

ED 437 337 SO 031 424

Blankenship, Glen; Moffitt, Louisa
Germany in Europe: Enduring Issues, 2000. Social Studies Grades 6-12.
PUB DATE- 99
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Economics; *European History; Foreign Countries; Intermediate Grades; Secondary Education; Social Studies
IDENTIFIERS- *European Union; *Germany

This collection of lessons was developed as a result of a study/travel seminar undertaken during the summer of 1999. The goal of the project was to develop and disseminate exemplary lessons for teaching about the role of the Federal Republic of Germany in the European Union. These lessons are designed so that they may be used individually via integration into the curriculum, or collectively as a complete stand-alone unit. The materials can be adjusted to accommodate the needs, interests, and performance levels of students. Each lesson begins with an outline for teaching and includes instructional objectives, a

They also answered four open-ended questions about how they perceived the PDS experience. Data analysis indicated that the PDS experience was successful because of the relationship between the university and the local school system established by the onsite coordinators. The PDSs were also successful because of the license given to university faculty members to make changes within the program from semester to semester. Another factor key to the PDS program's success was the enthusiasm of university faculty involved in each PDS site. Finally, the program's success was influenced by the selection of sites that had a philosophy and faculty that supported the PDS concept. (Contains 19 references.) (SM)

ED 437 358   SP 038 941

Harris, Robie H.
It's So Amazing! A Book about Eggs, Sperm, Birth, Babies, and Families.
PUB DATE- 99
NOTE- 81p.; Illustrated by Michael Emberley.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adoption; Birth; Elementary Education; Elementary School Students; Emotional Development; Family (Sociological Unit); Genetics; Homosexuality; *Human Body; Pregnancy; *Reproduction (Biology); *Sex Education; Sexual Abuse; Sibling Relationship; Twins; Young Children
IDENTIFIERS- Multiple Birth Family

This book, for children aged 7 and up, is designed to teach younger children about human biology and healthy sexuality, allowing parents and teachers to answer children's questions. Comic book style, full-color artwork illustrates the age-appropriate text and reflects an elementary school child's interest in biology and how things work. The book discusses bodies and health, pregnancy, birth, adoption, babies, and all types of families. It tells the story of the amazing trips taken by the egg and the sperm, showing when and how an egg travels to the uterus and how sperm travel and can meet an egg. Actual-size illustrations follow a single cell's growth month to month over 9 months as it becomes a baby ready to be born. The book also explains in vitro and ultrasound, shows how twins begin, and describes how a fetus gets food and air and how the growing baby kicks and hiccups inside the uterus. The book discusses sex and love, including love for a parent, friend, sibling, or pet. It also discusses heterosexual and homosexual love. It offers age-appropriate information on sexual abuse and HIV and AIDS. It recognizes the positive and negative feelings younger children have about a new baby coming into the family, while emphasizing the uniqueness of every child. Besides presenting information, this book encourages respect for differences. (SM)

ED 437 359   SP 038 942

Class Acts: How Teachers Awaken Potential = Docentes al habla: Revelar a los alumnos el tesoro de su potencial = Performances d'enseignants: Comment eveiller un potentiel qui dort.
PUB DATE- 99
NOTE- 85p.

interviews with district interns, mentors, principals, administrators, instructors, and union officials. The report presents background information on the program; a comparison of alternative certification programs nationwide and a review of literature on alternative certification; an outline of the procedures used in the study; an examination of the demographics of District Intern Programs; a discussion of the nature and scope of District Intern Programs; an analysis of the effectiveness, strengths, and weaknesses of local programs; conclusions based on data generated by the study; and recommendations based on the conclusions. The seven appendixes present the many routes to teacher certification in California; effectiveness of the Teacher Trainee Program (alternative teacher certification); standards of quality and effectiveness for District Intern Programs; governing board statement on the District Intern Certificate; current District Internship Programs; review of the District Intern Program in the Los Angeles Unified School District; and professional development plans for bilingual interns. (SM)

ED 437 379 SP 038 965

Paul, Richard W.; Elder, Linda; Bartell, Ted
California Teacher Preparation for Instruction in Critical Thinking: Research Findings and Policy Recommendations.
PUB DATE- 97
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Critical Thinking; Educational Change; Educational Policy; Elementary Secondary Education; Faculty Development; Higher Education; Preservice Teacher Education; *Problem Solving; Teacher Competencies; Teacher Educators; *Thinking Skills
IDENTIFIERS- California

This report examines a study on the extent to which California's teacher preparation programs were preparing candidates for teaching critical thinking and problem-solving skills in elementary and secondary schools. Researchers conducted interviews with education and subject matter faculty in private and public colleges and universities. Results indicated that few faculty members in teacher preparation had in-depth exposure to research on the concept, and most had only a vague understanding of what critical thinking was and what was involved in bringing it successfully into instruction. Follow-up interviews with participants who had strong responses asked about classroom teaching practices and found that this group (with initially strong responses) had some depth of understanding. Interviews with faculty members who had undergone professional development on critical thinking found that these faculty members were better able to give detailed and plausible accounts of how they approached critical thinking in the classroom. Selections from work turned in at a Critical Thinking workshop for postsecondary faculty members are included. The report presents five policy recommendations that address information dissemination, postsecondary faculty professional development, accreditation standards focused on critical thinking, career-long preparation and reinforcement, and candidate accountability in performance examinations. (Contains 13 references.) (SM)

ED 437 380 SP 038 967

the statistical assumptions underlying correlation coefficients; (2) interpret confidence intervals and effect sizes of correlation coefficients; (3) interpret p-calculated values in light of familywise Type 1 error; (4) consider the power of tests of hypotheses; (5) consider whether outliers are inherent in the data set; (6) recognize how measurement error can affect correlation coefficients; and (7) evaluate empirically the replicability of correlation coefficients. A heuristic example is used to illustrate how jackknife and bootstrap methods can identify unstable correlation coefficients derived from a given sample. (Contains 2 tables, 1 figure, and 80 references.) (Author/SLD)

ED 437 400 TM 030 552

Wilkins, William E.; Jones, J. Reid
Praxis Scores at an HBU: A Five Year Trend Analysis.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Colleges; *Black Teachers; Education Majors; Evaluation Methods; Higher Education; Minority Groups; *Teacher Certification; Teacher Education; *Test Results
IDENTIFIERS- Alternative Assessment; *Mississippi; NTE Test of Professional Knowledge; *Praxis Series

A study was conducted on the performance of black students from a historically black university (HBU) as well as examinations used for teacher certification in Mississippi. Of specific concern for this paper was the success of black students in successfully completing the NTE/PRAXIS Examinations. Its scope began with the NTE examinations and covered the transition to the PRAXIS series. The data are discussed in terms of changes in preparation programs, cultural issues, and the implications for recruitment and retention of minority students in teacher education programs. Data analyses indicate that, over the period from 1993 to 1998, little difference was noted in the success rates of black candidates on the teacher certification examinations. The findings were consistent whether results of the NTE or the PRAXIS were used. The introduction of learning strategy instruction, including critical thinking units and practice on the Learning Plus System, seemed to have marginal effects on student success. When data are couched in terms of a broader set of educational achievement/predictor examinations, clear indications are observed for the alternative assessment of minority candidates. (Contains 27 tables and 12 references.) (SLD)

ED 437 401 TM 030 553

DaRos, Denise; Onwuegbuzie, Anthony J.
The Effect of Advance Organizers on Achievement in Graduate-Level Research Methodology Courses.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999). Published in the "National Forum of Applied Educational Research Journal-Electronic" 12E(3), 83-91. Figure 1 missing from paper.
LANGUAGE- English

DESCRIPTORS- Educational Change; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; *Evaluators; *Program Evaluation; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Reform Efforts

Both quality and representation are constructs that are central to evaluation as a form of human discourse. Quality is perhaps the most essential idea in evaluation, and once quality is discerned, it must be conveyed, or represented to others. These constructs are considered in the context of the Chicago, Illinois public schools, an urban system that has undergone intense reform efforts. Quality, which does not mean the same thing to all people, does exist whenever someone recognizes it. The representation of quality depends on who has defined the quality as well as the planned use of the representation. Evaluators are caught up in the advocacies of schools and the provisions of the marketplace and in the compulsion of the accountability movement. One of the main responsibilities of evaluators is to represent the quality of their own industry accurately. They should not raise unattainable public expectation.(SLD)

ED 437 423 TM 030 577

Traub, James
Better by Design? A Consumer's Guide to Schoolwide Reform.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Improvement; Elementary Secondary Education; Models; *School Restructuring; Urban Schools
IDENTIFIERS- *Reform Efforts

This book is a layman's guide to 10 of the best known school designs being implemented in the United States today. It is designed for "consumers" who must evaluate which, if any, of these models they may want to pursue. The designs examined are: (1) Accelerated Schools; (2) America's Choice; (3) the Coalition of Essential Schools; (4) Core Knowledge; (5) Direct Instruction; (6) the Edison Project; (7) Expeditionary Learning Outward Bound; (8) Multiple Intelligences; (9) the School Development Program (Comer); and (10) Success for All. The entry for each of these models contains an essay describing the model, an account of a visit to a school that has implemented the model, and a table providing basic facts about the model, including (for 8 of the 10) information about its effects on student achievement and the costs to implement. Information on effects on achievement, which is used to rate the models, was largely drawn from a study by the American Institutes of Research. These designs were chosen not because they are the best, but because they are in fairly wide use or represent a significant body of thought in the education world. (SLD)

ED 437 424 TM 030 579

Danzig, Arnold
Guidelines, Rationales, and Recommendations for a State Evaluation of Career Ladder Programs in Arizona Schools.
PUB DATE- 99
NOTE- 61p.

Foundation, Flint, MI.

PUB DATE- 98

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Achievement; Adolescents; Community Programs; Disadvantaged Youth; Minority Groups; Success; Young Adults; Youth Opportunities; *Youth Programs

This publication presents the real-life experiences of 32 young people who participated in youth programs that helped guide them to success. The featured young people got themselves organized, developed skills, and took charge of their lives, many of them overcoming major barriers to do so. They were able to get on track because of effective youth programs which provided them with the support, skills, and experiences they needed to succeed. In 1998, the 32 young people from 14 PEPNet (Promising and Effective Practices Network) programs came to Washington, DC, to speak with their Senators and Congressional representatives and to meet with the Deputy Secretary of Labor. Each of their programs had demonstrated effectiveness in four areas: strong, stable, and effective management; well-conceived and implemented approach to youth development; clear emphasis on developing skills, knowledge, and competencies that lead to jobs and careers; and evidence of success, using credible data or other measures. (SM)

ED 437 447 UD 033 234

Lessons Learned from 51 Effective Youth Employment Initiatives. PEPNet '99 Promising and Effective Practices Network.

SPONS. AGENCY- Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.; Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.; Pinkerton Foundation, New York, NY.

PUB DATE- 99

NOTE- 144p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Achievement; Adolescents; Community Programs; Disadvantaged Youth; Minority Groups; Young Adults; *Youth Employment; Youth Opportunities; *Youth Programs

IDENTIFIERS- Workforce Investment Act 1998

This book presents lessons learned after 4 years of Promising and Effective Practices Network (PEPNet), a project of the National Youth Employment Coalition that identifies and promotes criteria of effective practice in youth employment and development. The book, which provides a cumulative summary of all PEPNet programs, is a resource that brings youth employment and development practitioners together to share information in order to improve the methods and techniques of preparing young people for employment and life. The book includes (1) a list of the PEPNet-awarded programs; (2) a two-page summary of PEPNet; (3) a two-page profile of each of the 51 PEPNet award-winning programs, with a brief description of the program elements and contact information; (4) a funding sources and demographics chart; (5) an index to effective practices; and (6) acknowledgements of those who have worked on and supported PEPNet in the past year. (SM)

ED 437 448 UD 033 236

ED 437 470   UD 033 261

Henderson, George
Our Souls To Keep: Black/White Relations in America.
PUB DATE- 99
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Culture; Black History; Black Students; *Blacks; Elementary Secondary Education; Racial Identification; *Racial Relations; Racial Segregation; Teaching Methods; *Whites
IDENTIFIERS- *United States

This examination of black/white relations in the United States describes the aftereffects of slavery, and explores black identity, communication, and values. The book also discusses dealing effectively and honestly across races. The chapters are: (1) "Traditional African American Culture"; (2) "Search for Identity: A Dream Deferred"; (3) "Talking Black, Thinking Black: Communication and Values"; (4) "Black Communities and the Perils of Segregation"; (5) "Teaching Black Children"; (6) "Supervising Black Workers"; (7) "Black and White Together." An afterword, "The Middle Passage: Autobiographical Continuation," describes a teacher's experiences in race relations. (Contains fifty sources for additional reading.) (SLD)

ED 437 471   UD 033 262

Ferguson, Dianne L.
On Teacher Preparation and Support in Inclusive Schools. On Point...Brief Discussions of Critical Issues in Urban Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disabilities; Elementary Secondary Education; *Inclusive Schools; Knowledge Base for Teaching; *Limited English Speaking; Mainstreaming; *Regular and Special Education Relationship; *Teacher Education; Teacher Qualifications; Urban Education; *Urban Schools

As schools attempt to accommodate an increasing range of students with disabilities, linguistic differences, or other unique requirements, teachers worry about their preparation to deal with these differences. General education teachers do not always have the necessary background. Special education teachers may have only limited knowledge about the general curriculum and general education teaching practices. Two options are possible to solve this dilemma: (1) "hybrid" teachers with the capacity to work with general and special education students because of their training in both fields; and (2) to make groups of teachers collectively responsible for groups of diverse learners. A key feature of mixed-ability grouping practice is that teachers share working with all children and youth as part of a team. (SLD)

ED 437 472   UD 033 263

April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescents; Alienation; *Black Students; Educational Research; Middle School Students; Middle Schools; *Peer Relationship; *Social Support Groups; Structural Equation Models
IDENTIFIERS- *African Americans; Student Engagement

This study examines two ideas that have emerged from research involving African American adolescents with respect to academic achievement: (1) the notion that African American students do not support their peers' academic endeavors; and (2) the notion that African Americans do poorly in school as a result of alienation in the classroom, and may subsequently disengage from school. The study, the third segment of a larger study, examines the relation of peer support to academic achievement and academic performance in a normative sample of African American adolescents (n=515). Structural equation modeling analyses revealed positive relations among social competence, peer support, school belonging, achievement motivation, and grade point average for African American adolescents. The full model fit the data poorly, which suggests considerable variance for which the present model has not accounted. The limitations and future research directions of this investigation are also discussed. (Contains 2 tables, 2 figures, and 50 references.) (SLD)

ED 437 494 UD 033 301

O'Hare, William P.
The Overlooked Undercount: Children Missed in the Decennial Census.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Census Figures; *Children; Community Size; Demography; *Disadvantaged Youth; Low Income Groups; Poverty; Public Policy; Social Services; *Urban Youth
IDENTIFIERS- *Undercounting

The Census Bureau estimates that more than two million children were missed in the 1990 Census, accounting for more than half the total net undercounted population. This undercount has financial implications because Census data are used to distribute public funds. This paper provides detailed statistics related to the children missed in the 1990 Census, and it highlights trends that will make it more difficult to obtain a complete count of children in the 2000 Census. Among the many reasons children are missed in the count is the uncertain living arrangements of many poor children. A child's "usual place of residence" may not be clear. Children missed in the Census are disproportionately minority children. In every population group except Hispanics, children are missed more often than adults. Native American children living on reservations are missed more often than any other racial/ethnic group. The places where the best data is needed on children are often the places where the actual data is the worst. Large cities have high child poverty rates and high child undercount rates, something that affects the distribution of public funds and the planning of educators and social service delivery systems. A number of trends have been identified that will make

Research/Technical (143)
DESCRIPTORS- Benchmarking; Cognitive Development; Community Services; Day Care; Early Childhood Education; Factor Analysis; Family Involvement; Integrated Services; *Kindergarten; *Kindergarten Children; Motor Development; Neighborhoods; Parent Participation; Parents; Preschool Children; Reading Habits; *School Readiness; Social Development; Television Viewing; Transitional Programs; Well Being
IDENTIFIERS- Access to Services; Daily Routines; Family Activities; Indicators; Oregon (Washington County)

The assessment of school readiness needs to include all aspects of children's early learning and indicators of family/community activities that support children's development. This study used a holistic approach to set baseline benchmarks on factors related to school readiness for entering kindergarten children, and to engage schools in Washington County, Oregon in discussing the nature of school readiness and to empower them to collect information independently. Data were collected on 413 entering kindergartners and their families during September 1997 in six public school and two private programs. Factor analyses yielded 17 child-, family-, school-, or community-based factors related to an acceptable performance level, including: (1) child cognitive development; (2) physical well-being: (3) motor development; (4) social development; (5) television viewing habits: (6) family reading habits; (7) family activities and routines; (8) parental involvement in child's education; (9) family involvement and empowerment; (10) coordinated transition to kindergarten; (11) access to high quality child care; and (12) collaborative and integrated services in community offered through school. Six factors identified a potential need and area for intervention: emerging literacy development--not being read to and/or exposed to books enough to support typical early literacy; family access to basic resources--unmet needs in mental and physical health and parent education; developmentally appropriate curriculum, assessment, and instruction; culturally and linguistically appropriate education; collaborative and integrated services--unmet needs in housing, adult basic education, and employment supports; and access to parent education. Data were used to create a list of community strengths and a profile of a neighborhood in need. (KB)

ED 437 156 PS 027 156

Pianta, Robert; Cox, Martha
Kindergarten Transitions. Teachers: 48% of Children Have Transition Problems. NCEDL Spotlights Series, No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For other papers in the NCEDL Spotlights series, see PS 027 157-160.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Kindergarten; Kindergarten Children; Primary Education; *School Readiness; Student Adjustment; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- *Transitional Activities

This report, the first in the National Center for Early Development & Learning's (NCEDL) "Spotlight" series, is based on a summary of results from a national survey of nearly 3,600 kindergarten teachers by NCEDL. The survey identified teachers' areas of concern regarding transition to school, looked at

Force Report on Quality Child Care.
SPONS. AGENCY- City of Seattle Comprehensive Child Care Program, WA.; King County Child Care Program, Seattle, WA.
PUB DATE- 99
NOTE- 45p.; Also supported by the PRIDE Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bisexuality; Child Rearing; *Day Care; Early Childhood Education; Homophobia; *Homosexuality; *Minority Groups; Parent Attitudes; Program Effectiveness
IDENTIFIERS- *Children of Homosexual Parents; *Day Care Quality; Homosexual Parents; Transsexuals

The Lesbian and Gay Child Care Task Force documented anecdotal evidence of homophobia in child care and school age communities, including: (1) refusal to accept children from lesbian, gay, bisexual, and transgender (LGBT) families into child care; (2) biased attitudes expressed to children when they speak about their families; and (3) demonstrated lack of understanding of the unique issues that children and LGBT families face on a day-to-day basis even when biased attitudes are not expressed or may not exist. Adopting an Appreciative Inquiry methodology, the Task Force undertook a study to identify the best of what is currently happening in child care for LGBT parents and children, to envision what might be in the future, to foster dialogue about what should be, and to develop provocative propositions for shaping the most positive future imaginable for child care that supports LGBT families. The topics explored were school climate/environment, curriculum, resources, staff training, parent information, policies/procedures, parent involvement, "out" role models, anti-bias philosophy, and leadership. Appreciative interviews were conducted with LGBT parents/guardians and child care providers. One hundred sixty-seven stories were transcribed documenting the best that currently exists in child care for LGBT parents and children. Thirteen stories appear in this report. Peer researchers and participants at a Community Summit and at the 1998 WAEYC (Washington Association for the Education of Young Children) Conference read all the stories and identified compelling forces and elements that created the positive aspects of the stories. These elements were clustered into five core themes: provider staff awareness and enlightenment; family pride and self pride; non-discrimination policies, procedures, and practices; curriculum and environment which reflect and affirm all families and cultures; and communication that builds understanding. Participants stretched and expanded these themes by imagining the best possible world of child care for LGBT parents and children and discussed provocative propositions. (Appendices contain study materials, resources, and 14 references.) (EV)

ED 437 175 PS 028 109

Supporting Parents, Supporting Children: The Final Report of the Positive Parenting Project, 1999.
PUB DATE- 99
NOTE- 17p.; Funded by the National Lottery Charities Board.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Child Rearing; *Cooperative Programs; *Family Programs; Foreign Countries; Parent Child

DESCRIPTORS- Action Research; *Behavior Change; Behavior
Problems; Change Strategies; *Cooperative Learning; *Elementary
School Students; Grade 1; Grade 2; *Interpersonal Competence;
Primary Education; Problem Solving; Program Effectiveness;
*Student Behavior
IDENTIFIERS- Social Problem Solving; Social Problem Solving
Training Programs; *Social Skills Training

Inappropriate social skills exhibited early in elementary school can interfere with cooperative group work, completion of academic tasks on time, and academic growth. This action research project evaluated the impact of a program for improving social behavior in a cooperative group setting to reduce inappropriate interactions and increase positive social behaviors among peers in first and second grade classrooms. Participating in the study were students in one first grade and two second grade classrooms in ethnically diverse suburbs or neighborhoods of a major Midwestern city. The problem of inappropriate social behavior was documented by means of teacher completion of a social skill rating scale and student interviews and surveys for 12 students in each of the classrooms. The 16-week intervention was comprised of a combination of a cognitive problem-solving program (I Can Problem Solve) and a multiple-component program involving academic instruction, social skill instruction, and student reflection. The focus of the intervention was to increase encouragement, communication, and helping behavior. The effectiveness of the intervention was assessed by comparing pre- and post- intervention teacher ratings of social skills, student responses on interviews and surveys, and observations of student behavior throughout the intervention. Findings indicated that prosocial behaviors within cooperative groups increased and negative social behaviors within cooperative groups decreased. Students were able to solve problems and communicate with their peers more effectively. (Seventeen appendices include the raw data, data tabulations, sample instructional materials, lesson plans, and data collection instruments. Contains 26 references.) (KB)

ED 437 194 PS 028 176

Are Our Children Ready To Learn? Hearing of the Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, Second Session on Examining Early Childhood Education and Related Services.
PUB DATE- 98
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; Accreditation (Institutions);
Benchmarking; Child Caregivers; Day Care; Early Childhood
Education; Hearings; *Learning Readiness; Preschool Teachers;
Research Needs; *School Readiness; Teacher Education; Teacher
Qualifications; *Young Children
IDENTIFIERS- Caregiver Qualifications; Caregiver Training;
Congress 105th; Day Care Quality; Goals 2000; Indicators

These hearing transcripts present testimony before the Committee on Labor and Human Resources of the 105th Congress on early childhood education and related services. Participants provided different perspectives on early education, focusing on the academic achievement of American students, especially in comparison to students in other countries; the importance of early childhood longitudinal studies; the role of child care

ED 437 212 PS 028 208

Katz, Lilian G.
Current Perspectives on Education in the Early Years: Challenges for the New Millennium.
PUB DATE- 99
NOTE- 43p.; Paper presented at the Annual Rudolph Goodridge Memorial Lecture (9th, Barbados, West Indies, November 18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Cognitive Style; Early Childhood Education; Early Experience; Educational Experience; *Educational Objectives; *Educational Research; Intellectual Development; Interpersonal Competence; *Learning Motivation; *Outcomes of Education; Sex Differences; Social Development; Teaching Methods

This paper discusses current perspectives on the education of young children in terms of five interrelated issues rooted in a developmental perspective: (1) the complexities of predicting the long-term developmental outcomes of early experience; (2) how to interpret gender differences in the long-term effects of different approaches to early years curriculum; (3) the implications of recent research exploring the effects on children's motivation of different pedagogical practices; (4) the long-term consequences of early social difficulties for the long-term development of social competence; and (5) curriculum and pedagogical practices that address the first four issues. The paper concludes that for the sake of children's long-term development and their dispositions to learn, formal and rigorous academic instruction and exercises should be postponed until roughly the age of 6. The paper asserts, however, that early years curriculum must address the intellectual development of children and engage their minds in observing, drawing, and discussing events and phenomena around them worthy of close inspection. Contains 26 references. (EV)

ED 437 213 PS 028 210

Morgan, Gwen G.
Credentialing in Out-of-School Time Programs: A Discussion Paper. Making the MOST of Out-of-School Time.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *After School Education; *After School Programs; *Credentials; Elementary Education; Higher Education; Middle Schools; *Professional Development; *School Age Day Care
IDENTIFIERS- Professionalism; Program Characteristics

This discussion paper provides background information on credentialing, raises issues in the area of credentialing for out-of-school time programs, and suggests the important decisions that need to evolve in the out-of-school time field.

(Contains 18 references.) (CDS)

ED 437 232 RC 022 164

BC College and Institute Aboriginal Former Student Outcomes, 1997. BC College and Institute Student Outcomes Report.
SPONS. AGENCY- British Columbia Ministry of Advanced Education, Training and Technology, Victoria.; Human Resources Development Canada, Hull (Quebec).
PUB DATE- 99
NOTE- 35p.; Some figures may not reproduce adequately. Published biennially.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indian Education; American Indians; *Canada Natives; Compensatory Education; *Education Work Relationship; *Educational Attitudes; Employment; Foreign Countries; Graduate Surveys; Job Skills; *Outcomes of Education; Postsecondary Education; Satisfaction; Skill Development; Tables (Data)
IDENTIFIERS- *British Columbia

This report examines the employment, further education, and satisfaction outcomes of Aboriginal and non-Aboriginal former students who attended public colleges and institutes in British Columbia (Canada). Data on 878 Aboriginal students and 19,440 non-Aboriginal students were collected in 1997, approximately 9 months after students completed all or most of their program. Outcomes were compared for three program areas: arts and sciences, applied programs (those leading to employment in a specific field), and adult basic education (ABE) programs (those providing education at the secondary level or lower). Compared to the non-Aboriginal sample, the Aboriginal sample included individuals who were about 4 years older (median age 29.9) and had a larger proportion of female students. Since fewer Aboriginal students (68 percent) had finished high school before enrolling in their postsecondary program, Aboriginal students were more likely than non-Aboriginal students to have participated in ABE programs or courses. Among the main survey findings were the following: (1) Aboriginal students emphasized job skills as the main reason for enrolling; (2) labor force participation was 80 percent among Aboriginal former students and 86 percent among non-Aboriginal students; (3) 36 percent of Aboriginal and 43 percent of non-Aboriginal students went on to further education within 9 months of finishing their program; and (4) Aboriginal students were very satisfied with the utility of their training in relationship to employment, with their skill development, and with teaching quality and instructor availability. Appendices contain notes on the survey sample and extensive data tables. (SV)

ED 437 233 RC 022 168

Carson, Nancy
Linking Learning: Migrant Education Technology Projects, 1999.
PUB DATE- 99
NOTE- 15p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College School Cooperation; *Computer Uses in Education; *Distance Education; Educational Television; Elementary Secondary Education; Higher Education; Internet; Mentors; *Migrant Education; Preschool Education
IDENTIFIERS- *Online Courses; Technology Integration

Shared income gains from shared knowledge may well be offset by a shift in the balance of power within the family. To determine whether literate persons share the benefits of literacy with other household members in practice, data on urban males and on rural males and all females with primary earnings from the nonagricultural sector were drawn from Bangladesh's 1995-96 the Household Expenditure Survey for Bangladesh, 1995-96. For both married and unmarried illiterate working women, living in a literate household greatly increased earnings. However, illiterate women's labor force participation was decreased in a literate household. Illiterate males, in both urban and rural nonfarm sectors, benefitted from living in a literate household but their increase in earnings was much smaller than those of women and became insignificant among unmarried men. The findings suggest that illiterate females are better able to absorb the benefits of literacy than are illiterate males. (Contains 16 references.) (SU)

ED 437 251 RC 022 206

Kushman, James W.; Barnhardt, Ray
Study of Alaska Rural Systemic Reform. Final Report.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 125p.; For the case studies, see RC 022 207-213.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alaska Natives; American Indian Culture; *American Indian Education; Case Studies; Culturally Relevant Education; *Educational Change; Elementary Secondary Education; *Rural Education; Rural Schools; *School Community Relationship
IDENTIFIERS- *Alaska; Cultural Integration; Indigenous Knowledge Systems; *Systemic Educational Reform

A 3-year study of educational reform in rural Alaska centered around case studies in seven rural communities and school districts serving primarily Eskimo and American Indian students. Each community had embarked on a reform process called Alaska Onward to Excellence (AOTE) that strove to create educational partnerships between schools and their communities. The study examined how educational partnerships were formed and sustained and how they ultimately benefited Alaska Native students. A focal point was the nature of systemic change, which in rural Alaska means to fully integrate the indigenous knowledge system and the formal education system. Major findings that emerged from a cross-case analysis of the case studies were categorized into six themes: (1) sustained long-term reform; (2) strong and consistent leadership; (3) personal relationships between school personnel and community; (4) educational partnerships; (5) rural schools and communities; and (6) educational goals. The report includes executive summaries of the seven case studies and reform-related recommendations for rural schools. (Contains 25 references.) (SU)

ED 437 252 RC 022 207

Barnhardt, Carol
Kuinerrarmiut Elitnaurviat: The School of the People of Quinhagak. Case Study.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.
PUB DATE- 99

designation, format, alternate format(s), cluster(s) grid, annotation, comments, cautions, system requirements, audience, course(s) grid, mathematical process(es) grid, and strand(s)/substrand(s) grid. (ASK)

ED 437 270 SE 063 025

Bloom, Mark V.; Cutter, Mary Ann; Davidson, Ronald; Dougherty, Michael J.; Drexler, Edward; Gelernter, Joel; McCullough, Laurence B.; McInerney, Joseph D.; Murray, Jeffrey C.; Vogler, George P.; Zola, John
Genes, Environment, and Human Behavior.
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 00
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior; *Biology; *Genetics; *Heredity; Higher Education; Intelligence; Laws; Nature Nurture Controversy; Public Policy; *Science and Society; Science History; Science Instruction; Scientific Concepts; Secondary Education; Social Problems

This curriculum module explores genes, environment, and human behavior. This book provides materials to teach about the nature and methods of studying human behavior, raise some of the ethical and public policy dilemmas emerging from the Human Genome Project, and provide professional development for teachers. An extensive Teacher Background section, including discussion of many new discoveries in the genetics of human behavior and the ethical, social, and legal implications, is included. The module also features five Classroom Activities with teacher pages, copymasters, and student pages. Contains 88 references. (WRM)

ED 437 271 SE 063 026

Mascazine, John R.
Gleanings from Identical Twins Studying Science.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science (Akron, OH, January 6-9, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Elementary Secondary Education; *Learning Modalities; *Learning Strategies; Learning Theories; *Science Education; Sibling Relationship; Student Characteristics; Student Needs; Teacher Education; *Twins

This paper explains and summarizes the results of a study that investigated the ways in which monozygotic (identical) and dizygotic (fraternal) twins learn. Their individual learning style elements were specifically investigated according to the Dunn and Dunn model. This paper discusses the themes, unique needs, and characteristics monozygotic twins expressed in the interview process, especially as they are relevant to teachers and teacher education programs. (WRM)

ED 437 272 SE 063 027

Duggan-Haas, Don; Roettger, Elizabeth E.; Foster, Gerald;

DESCRIPTORS- Area Studies; Christianity; *Cultural Context; *Cultural Pluralism; *Drama; Foreign Countries; Global Education; Grade 9; High Schools; Islam; Judaism; Middle Eastern History; *Religious Cultural Groups; Social Studies; Student Educational Objectives; Thematic Approach; Units of Study
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Israel (Jerusalem)

One of the primary themes of this drama unit is to help students develop an appreciation and respect for diverse traditions. The unit focuses on Jerusalem in the state of Israel, where Jews, Moslems, and Christians find religious inspiration within the walls of the Old City. According to the unit, it is important that students be able to distinguish among the various religious traditions based upon historic precedent. A second theme of the unit is to understand the impact that the formation of Israel in 1948 had on the various groups living in the region at the time, and its implication for conflict today. The unit cites specific lesson objectives, lists materials needed, outlines a sequence of teacher activities, and gives evaluation procedures. The 4-scene play outlined in the unit takes place in the Old City of Jerusalem in October 1998 and contains five characters from diverse cultures. (Contains a list of 13 additional sources and the addresses of 3 organizations concerned with the peace process.) (BT)

ED 437 297 SO 030 768

Haggerty, Lauren Marie
Our Friends from the Middle East: Grade 3. Fulbright-Hays Summer Seminars Abroad 1998 (Israel and Jordan).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cultural Context; *Cultural Differences; Curriculum Development; Foreign Countries; Global Education; Grade 3; Middle Eastern Studies; Primary Education; *Social Studies; Student Educational Objectives
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Israel; *Jordan

These 12 lesson plans for third graders feature key questions that examine various social and cultural aspects of life in Israel and Jordan. For example, in Lesson No. 2, the key question is: What is it like to live in a kibbutz?; in Lesson No. 10, the key question is: What are the messages that Arab tales teach children? Each lesson provides information on key concepts, objectives, materials, motivation, focus, procedure, evaluation, and follow-up. The lessons offer pictures, drawings, conversations, and other narrative texts that can help young students understand the social studies concepts presented. (BT)

ED 437 298 SO 030 769

Moore, Ilene
Israel & Jordan: Paving a Path for the Future through Understanding the Peoples and Cultures of the Middle East. Fulbright-Hays Summer Seminars Abroad, 1998 (Israel and Jordan).
SPONS. AGENCY- Center for International Education (ED),

(Author/BT)

ED 437 317 SO 031 226

Ciaburri, Chris; White, Jeannette T.
Improving the Social Proficiency of Art and Music Students through the Use of Specifically Taught Positive Social Skills.
PUB DATE- 99
NOTE- 53p.; Master's Action Research Project, Saint Xavier University/IRI Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Art Education; *Classroom Environment; Classroom Research; Grade 5; Instructional Effectiveness; Intermediate Grades; *Interpersonal Competence; *Music Education; *Skill Development; *Student Improvement; Teacher Role

This action research project developed a program for improving the social proficiency of art and music students through the use of specifically taught positive social skills. The targeted population consisted of fifth-grade students from two different elementary school districts. Both schools were located in middle class suburban communities near a large metropolitan area. The problem of poor social skills prevalent in the fine arts students was documented by student behavior checklists, teacher anecdotal records, teacher surveys, and student surveys. Analysis of probable cause data indicated that students demonstrated a lack of skills related to listening, respect, showing kindness, and following directions. Causes were found to include the following: students were not born with social skills; the breakdown of the family unit; problem behaviors; and the media. A review of solution strategies documented by other professionals combined with an analysis of the problem setting resulted in the development of an instructional system which included creating a harmonious classroom environment and teaching social skills. Post-intervention data indicated an increase in improved social skills with the targeted fifth-grade art and music students. This resulted in increased student respect for others and property, improved listening skills and manners, and enhanced overall awareness of proper social behavior. (Contains 4 tables of data and 23 references. Appendixes contain teacher and student surveys, a behavior checklist, and parent informational letters.) (Author/BT)

ED 437 318 SO 031 236

Core Works Program: The Montclair Kimberley Academy.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Core Curriculum; Elementary Secondary Education; *English Instruction; *History Instruction; *Integrated Curriculum; *Music Education; Preschool Education; Program Descriptions; Social Studies; Student Needs
IDENTIFIERS- National Endowment for the Humanities

list of necessary materials, and a sequenced list of procedures for using the activities provided with the lesson. The lessons provide the teacher with most of the materials needed for implementation. Lessons are divided among three major topics: (1) "Germany in the European Union"; (2) "Economic Issues in Germany and the European Union"; and (3) "The People of the European Union." Many maps, graphs, tables, transparencies, and handouts are provided. (LB)

ED 437 338 SO 031 474

USA Track & Field Coaching Manual. USA Track & Field.
PUB DATE- 00
NOTE- 316p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Organization; Athletic Coaches; *Athletics; Biomechanics; *Competition; Exercise Physiology; Higher Education; Performance; *Predictive Measurement; Secondary Education; Sport Psychology; *Track and Field; *Training Methods; Training Objectives

This book presents comprehensive, ready-to-apply information from 33 world-class coaches and experts about major track and field events for high school and college coaches. The volume features proven predictive testing procedures; detailed event-specific technique instruction; carefully crafted training programs; and preparation and performance tactics for successful competition. The chapter titles include: (1) "Organizing a Successful Program" (Joseph L. Rogers); (2) "Predictive Testing of Athletes" (Phil Henson; Paul Turner); (3) "100 and 200 Meters" (Curtis Frye); (4) "400 Meters" (Clyde Hart); (5) "100- and 110-Meter Hurdles" (Ralph Lindeman; John Miller); (6) "400-Meter Hurdles" (Gary Winckler); (7) "800 Meters to Mile" (Mike Poehlein); (8) "3,000 to 10,000 Meters" (Lance Harter; Harry Groves); (9) "Relays" (Rob Johnson; Karen Dennis); (10) "Long Jump" (Kyle Tellez; Kathy James); (11) "Triple Jump" (Dean Hayes); (12) "High Jump" (Sue Humphrey; Doug Nordquist); (13) "Pole Vault" (Jim Bemiller); (14) "Shot Put" (Bill Godina; Ron Backes); (15) "Discus" (Don Babbitt); (16) "Javelin" (C. Harmon Brown; Bill Webb; Bob Sing); (17) "Hammer" (Ken Bantum); (18) "Racewalking" (Jeff Salvage; Bohdan Bolwicaski; Gwen Robertson; Ian Whatley; Gary Westerfield); (19) "Heptathlon" (Cliff Rovelto); and (20) "Decathlon" (Harry Marra). (Contains 65 references.) (BT)

ED 437 339 SO 031 477

Minkler, John
Active Citizenship: Empowering America's Youth. Social Studies Curriculum for Grades 7-12.
PUB DATE- 98
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship; *Citizenship Education; Conflict Resolution; Empowerment; *Political Issues; Secondary Education; *Service Learning; Social Studies; Student Research

LANGUAGE- English; Spanish; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Developing Nations; Educational Change; Elementary Secondary Education; *Excellence in Education; Exchange Programs; Foreign Countries; High Risk Students; Immersion Programs; Literacy Education; Maori; Poverty; Rural Schools; Student Motivation; *Teacher Role; Teachers

This publication presents portraits of nine teachers from Argentina, Brazil, Canada, France, Jordan, Myanmar, New Zealand, Senegal, and Trinidad and Tobago who are opening up young minds and nurturing their potential. The portraits describe how these teachers created an educational situation in which students could thrive and grow. Some of the creative efforts included: intensive reading and writing projects; a health and hygiene course; a training center in business and waste recycling; a study of rock and roll music that led to the study of folk musicians, authors of the artistic freedom movement, and philosophers; training in inquiry and reasoning; interactive teaching; native language immersion; role playing in future vocations; and student exchange programs. (SM)

ED 437 360 SP 038 943

Missouri School Health Education Profile, 1998.
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Comprehensive School Health Education; Course Content; Educational Quality; Faculty Development; Inservice Teacher Education; Parent Participation; Public Schools; Reproduction (Biology); Secondary Education; Secondary School Teachers; Sexuality; State Standards; Substance Abuse; Suicide; Violence
IDENTIFIERS- *Health Educators; Missouri; Risk Taking Behavior

This publication shows gains and losses for health education in Missouri's public schools. Data come from the School Health Education Profile, a survey that monitors the status of health education in public schools, including education to prevent HIV infection and other important health problems, at the middle, junior, and senior high school levels. During the spring of 1998, questionnaires were sent to principals and lead health educators at 420 secondary schools. Usable questionnaires were received from 313 principals and 317 teachers. Results are presented according to school support for health education, teacher preparation, amount of classroom instruction, content of classroom instruction, and parent and community involvement. Positive changes included increases in: the number of schools with a designated coordinator of health education, community representation on school health advisory boards, and the amount of health education required. Negative changes included decreases in: school support for inservice training in health education, the number of school health advisory councils, and the amount of HIV/AIDS education. The study found that health education teachers have become less experienced, feedback from parents tends to result in more health education, and teaching of health-enhancing skills remains high. Three appendixes

Guidelines for Staff Development Programs for Teachers of English Learners.
PUB DATE- 95
NOTE- 26p.; "With the assistance of Suzanne Peregoy."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Course Content; Diversity (Student); Educational Research; Elementary Secondary Education; Eligibility; *English (Second Language); Equal Education; Evaluation Methods; *Faculty Development; Inservice Teacher Education; Language Skills; Literacy Education; Prior Learning; Program Administration; Program Development; Program Evaluation; *Second Language Instruction; Second Language Learning; Student Evaluation; Teacher Evaluation; *Teacher Improvement

This report presents 26 staff development guidelines from California Code of Regulations Title 5, Sections 80680 through 80690.1: to define, implement, and make specific Chapter 1178, Statutes of 1994 (Senate Bill 1969, Hughes). The guidelines are for teachers working with English learners. Category 1, "Guidelines for the Content of Staff Development," includes: (1) "Understanding Background Characteristics of English Learners"; (2) "Educational Equity and Positive Intercultural Relations"; (3) "Role of ELD and SDAIE in the Education of English Learners"; (4) "Theories of First and Second Language Acquisition"; (5) "Research and Theory for SDAIE"; (6) "Matching Content Instruction to Language Abilities"; (7) "Using Language and Literacy for Learning Content"; (9) "Assessment of Content Learning"; (9) "Sociolinguistic Concepts and Terminology for Understanding English Language Development"; (10) "Methods for Second Language Teaching"; (11) "Literacy for English Language Development"; and (12) "Assessment of English Language Development." Category 2, "Guidelines for the Quality of Staff Development," includes: (13) "Professional Qualifications for Staff Developers"; (14) "Professional Qualifications of Trainers of Staff Developers"; (15) "Planning and Organization of Staff Development Programs"; (16) "Instructional Focus of Staff Development Programs"; (17) "Matching Content with Participants' Prior Knowledge"; (18) "Active Modeling of Instructional Methods"; (19) "Assessment of Staff Development Programs"; (20) "Ongoing, Informal Evaluation of Each Participant's Learning"; (21) "Assessment of Participants at the Conclusion of the Program"; (22) "Allocation of Resources for Staff Development Programs"; (23) "Eligibility of Teachers for Combined SDAIE and ELD"; (24) "Program Length, Participation and Record Keeping"; (25) "Award of Certificates of Completion"; and (26) "Eligibility of Educational and Professional Organizations to Offer Staff Development Programs." (SM)

ED 437 381 SP 038 968

Greene, Jim
How Teachers Can Avoid Being Sued: Law and American Education.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Advance Organizers; *Graduate Students; Graduate Study; Higher Education; Instructional Effectiveness; *Research Methodology

A study was conducted to determine the effectiveness of using advance organizers in instruction at the graduate level. Participants were 218 graduate students in research methodology courses. Fifty-four students were enrolled in sections in which advance and post organizers were used; 164 were enrolled in sections in which this type of instruction did not take place. Conceptual knowledge, involving students' command of research concepts, methodologies, and applications, was measured individually in both sets of classes through midterm and final examinations. Findings show that students in the advance organizer sections of the course obtained higher levels of overall achievement than did their counterparts. The effect size pertaining to this difference was 0.54, which is considered moderate. The implications of these findings are discussed, as are recommendations for incorporating advance and post organizers in research methodology courses. (Contains 1 figure and 44 references.) (SLD)

ED 437 402 TM 030 554

Grantham, Marilyn
University of Minnesota Extension Faculty and Staff Members' Attitudes toward and Perceptions about Program Evaluation: An Organizational Concern in Relation to Accountability Demands.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 2-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *College Faculty; *Extension Education; Focus Groups; Higher Education; *Program Evaluation; *Teacher Attitudes
IDENTIFIERS- *University of Minnesota

Focus groups were conducted to explore the attitudes of University of Minnesota Extension faculty and staff toward program evaluation and their perceptions of their individual responsibility for evaluating programs. A total of 35 faculty and staff members participated in the 5 focus groups. Responses of participants indicate a definite need to rethink the approach to program evaluation at the University of Minnesota. While a number of participants stated that they perceived program evaluation to be an important part of their educator role, there was a general concern that organizational commitment, especially in terms of funding, clarity of purpose, and use of evaluation results, was lacking. As a result, many participants thought that at present there were neither rewards nor consequences related to evaluation other than their own satisfaction in learning how they might improve programs or their success in gaining additional grant funds for program support. The perceptions and attitudes of the faculty based on campus were generally less favorable than those of Extension educators who participating by teleconference. (SLD)

ED 437 403 TM 030 555

Grantham, Marilyn H.

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Career Ladders; Educational Planning; Elementary Secondary Education; *Evaluation Methods; *Program Evaluation; *School Districts; State Programs; Teacher Evaluation; *Teachers
IDENTIFIERS- *Arizona

This report makes recommendations to the Arizona Department of Education for a state evaluation of Career Ladder programs. To develop this evaluation plan, prior evaluation efforts related to Career Ladders in Arizona were studied, and Career Ladder directors and program administrators from school districts across Arizona were interviewed. Evaluation recommendations based on these findings are proposed in the areas of student achievement, teacher professionalism, and district compensation. The specific recommendations include: (1) time-series design on student achievement in Career Ladder districts; (2) caution in the use and interpretation of value-added assessments for Career Ladder comparisons; (3) a survey of teacher professionalism in Career Ladder districts; (4) nominations of the best teachers in Career Ladder schools; (5) narratives of exemplary Career Ladder teachers; and (6) evaluation of district compensation plans. These recommendations could be implemented immediately or phased in over 3 years, with priority given to teacher professionalism in year 1, student achievement in year 2, and district compensation in year 3. Four appendixes contain the administrator interview protocol, a list of interview participants, teacher community and teacher professionalism scales, and a rationale for measuring teacher professionalism. (Contains 15 references.) (SLD)

ED 437 425 TM 030 580

Strickland, Kathleen; Strickland, James
Making Assessment Elementary.
PUB DATE- 00
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Portfolio Assessment; Reading; Special Education; *Student Evaluation; *Test Construction; Test Use; Writing (Composition)
IDENTIFIERS- *Authentic Assessment

This guide shows how to make assessment authentic and meaningful in chapters that outline the "hows" and "whys" of assessment. In addition to suggestions for making assessment enriching and informative, the book includes a CD-ROM that contains reproducible forms. The chapters are: (1) "Trust and Risk"; (2) "Instruments: Assessment Drives Instruction"; (3) "Reading Assessment"; (4) "Writing Assessment"; (5) "Portfolios"; (6) "Reporting: Tests and Grades"; (7) "Special Education and Other Concerns"; and (8) "It Takes a Village." (Contains 117 references.) (SLD)

ED 437 426 TM 030 581

McGregor, Kemly A.
Cultural Interchange in a Bronx High School: Three Children. The Series on Cultural Interchange.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; Case Studies; *Cultural Awareness; Cultural Differences; *Cultural Exchange; *Culturally Relevant Education; Diversity (Student); High School Students; High Schools; Hispanic Americans; *Interpersonal Relationship; Minority Group Children; Public Schools; Puerto Ricans; School Culture; Student Attitudes; Teacher Student Relationship; Urban Schools
IDENTIFIERS- African Americans; Latinas; Latinos; *New York City Board of Education

This publication describes a study of one small Bronx high school's attempt to create an intellectual culture that drew on and validated the realities of its diverse students. The study examined examples of teachers, students, and families drawing lessons from each other and using those lessons to improve and enrich the ways in which they approached the world. Researchers examined interchange in the classrooms and school communities, focusing on occasions when students brought their cultural perspectives into the collective discourse or teachers represented their own world views or the knowledge of institutional culture, their sense of school, to students or families. The publication presents three very different stories that focus on three students and their families: a 16-year-old African American boy of Caribbean descent, an 18-year-old Puerto Rican girl, and a 15-year-old Puerto Rican boy. (SM)

ED 437 449   UD 033 237

Bensman, David
Building School-Family Partnerships in a South Bronx Classroom. The Series on Cultural Interchange.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; *Cultural Differences; *Cultural Exchange; Diversity (Student); Grade 5; Intermediate Grades; *Interpersonal Relationship; Minority Group Children; *Parent Participation; *Parent Teacher Cooperation; Parents; Poverty; Public Schools; Students; Teachers; Urban Schools
IDENTIFIERS- African Americans; Latinas; Latinos; New York City Board of Education

This publication examines a study of cultural exchange within a fifth grade classroom, presenting case studies of three children and their families and the relationships they developed with the teacher, the ethnographer, and the school community. The study examined teachers, students, and families who drew lessons from interacting with one another and using those lessons to improve and enrich the ways in which they

Blumberg, Rick; Ferguson, Philip M.
On Transition Services for Youth with Disabilities. On Point...Brief Discussions of Critical Issues in Urban Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Educational Practices; Ethnic Groups; Federal Legislation; Minority Groups; National Surveys; Postsecondary Education; Secondary Education; *Special Education; *Transitional Programs; Urban Education; *Urban Schools
IDENTIFIERS- *Individuals with Disabilities Education Act

This report presents some statistics that reveal how students with disabilities appear to be faring and identifies some strategies that appear to result in desirable outcomes. Data were obtained from national studies and surveys from 1985 through 1998. Inclusion in typical education, training, and community experiences results in better transition outcomes for youth with disabilities. Research also shows that school based learning experiences are essential to successful transitions. (SLD)

ED 437 473 UD 033 264

Ferguson, Dianne L.
On Working Together: Groupwork, Teamwork, and Collaborative Work among Educators. On Point...Brief Discussions of Critical Issues in Urban Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperation; Educational Change; Elementary Secondary Education; *Interprofessional Relationship; *Regular and Special Education Relationship; *Teachers; *Teamwork; Time Management; Urban Education
IDENTIFIERS- Reform Efforts

As schools reform for the 21st century, educators are being asked to work together in more and more ways. Many have not been prepared to work together, and little additional time is being allocated for collaborative work. Two solutions are worth consideration: (1) to make more time and (2) to use time more effectively. As teachers and other school professionals learn to work together in groupwork, teamwork, and collaborative work, they will learn more about each other. A new breed of teacher, a hybrid prepared to work with general and special education students, will probably develop which will possess the information and skills necessary to work with diverse groups of students. (SLD)

ED 437 474 UD 033 265

Ferguson, Dianne L.

the 2000 Census more difficult to conduct than the 1990 Census, and, unless special efforts are made, the undercount of children will be worse in 2000 than in 1990. Gaining an accurate picture of U.S. children in the 2000 Census should be given the highest priority. (Contains 6 tables and 24 endnotes.) (SLD)

ED 437 495 UD 033 302

San Juan, E., Jr.
From Exile to Diaspora: Versions of the Filipino Experience in the United States.
PUB DATE- 98
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Filipino Americans; *Immigrants; Immigration; Politics; *Racial Identification

This book explores the condition of Filipinos in the United States and their self-identification. Filipinos are the largest contingent of Asian/Pacific Islanders in the United States today, and their numbers are growing. The Filipino diaspora is reassessing its historical past and claiming a future that confronts white supremacy. These chapters explore the Filipino experience: (1) "Alias 'Flips,' 'Pinoys,' 'Brown Monkeys...': From the Boondocks to the 'Belly of the Beast'"; (2) "From Identity Politics to Transformative Critique"; (3) "Arming the Spirit, Writing in Times of Emergency"; (4) "Bulosan's Metamorphosis: The Return of the Alter/Native"; (5) "Resistance, Intervention, Deliverance: Lessons from Philip Vera Cruz"; (6) "Prophesying a Permanent Cultural Revolution"; and (7) "Fragments from an Exile's Journal." (Contains 455 references.) (SLD)

ED 437 496 UD 033 303

DiBiase, John
How To Serve and Organize the Abandoned Poor: A Human Rights Spiritual Case Study Manual.
PUB DATE- 99
NOTE- 403p.; An accompanying CD-ROM, not available from EDRS, contains text in WordPerfect 6.1.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Case Studies; *Delivery Systems; *Disadvantaged Youth; Low Income Groups; Optical Data Disks; Organization; *Poverty; *Program Development; Program Implementation; *Social Services; *Urban Youth

This guide is designed to help social workers, social activists, members of religious organizations, police officers, urban planners, and anyone interested in working with disadvantaged people. Case studies and examples from the experiences of real people are given to make the discussion practical. Each chapter contains a series of questions and answers that illustrate the precepts of serving and organizing efforts for the abandoned poor. The introductory chapters discuss the human person and present a philosophical and principled approach to their

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4p. L1 ED 436 663

Involuntary Language Loss among Immigrants: Asian-American Linguistic Autobiographies. ERIC Digest.
4p. L1 ED 436 982

Promoting Language Proficiency and Academic Achievement through Cooperation. ERIC Digest.
4p. L1 ED 436 983

Science and Equity Digest, January 2000.
13p. L1 ED 437 268

Sexual Misconduct by School Employees. ERIC Digest Number 134.
3p. L1 ED 436 816

The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development. ERIC Digest.
4p. L1 ED 436 981

(072) Book/Product Reviews

A Critical Review of Ann Rinaldi's "My Heart Is on the Ground: The Diary of Nannie Little Rose, A Sioux Girl, Carlisle Indian School, Pennsylvania, 1880."

ANAMOL: A Creative Experience Using Communications Technology.	6p.	L1	ED 436 678
Annual Report on School Safety, 1999.	151p.	L1	ED 436 860
The Appropriate and Effective Use of Security Technologies in U.S. Schools. A Guide for Schools and Law Enforcement Agencies.	282p.	L1	ED 436 943
Arizona Deafblind Project, 1995-1999. Final Report.	41p.	L1	ED 436 915
As Diverse As the People We Serve: The Case Study of Reynoldsburg High School. Transforming Learning Communities.	126p.	L1	ED 436 845
ASFSA's "Reel" World, "Reel" People, "Reel" Even. 1997-1998 Annual Report.	49p.	L1	ED 437 161
Assessment System for Limited English Proficient Students Exempted from the Texas Assessment Program at Grades 3-8. A Report Submitted to the Governor, Lieutenant Governor, Speaker of the House and the 75th Legislature.	38p.	L1	ED 437 429
Assessment System for Special Education Students Exempted from the Texas Assessment Program. A Report Submitted to the Governor, Lieutenant Governor, Speaker of the House, and the 75th Texas Legislature.	39p.	L1	ED 437 430
Assessment, Articulation, and Accountability, 1999: A Foreign Language Project.	266p.	L1	ED 436 978
Asset Management Plan: 1998-2003.	246p.	L1	ED 436 933
Assuring Quality in Early Childhood Settings: A Report on Accreditation Processes and Quality Standards.	101p.	L1	ED 437 197
Behavioral Contracts in the Martial Arts Classroom.	8p.	L1	ED 437 370
Between Home and School: Cultural Interchange in an Elementary Classroom. The Series on Cultural Interchange.	85p.	L1	ED 437 450
Building a College Disability Support Consortium.	43p.	L1	ED 436 901
Building a Professional Community: The Case Study of Franklin Heights High School. Transforming Learning Communities.	91p.	L1	ED 436 848
Building School-Family Partnerships in a South Bronx Classroom. The Series on Cultural Interchange.	77p.	L1	ED 437 449
Calculating Balanced Incomplete Block Design for Educational Assessments.			

What Should We Expect of Family Literacy? Experiences of Latino Children Whose Parents Participate in an Intergenerational Literacy Project. Literacy Studies Series.
152p. L1 ED 436 759

The Wilder Foundation Client Characteristics Checklist: Use of a Risk Factors Assessment as an Evaluation Tool.
29p. L1 ED 437 421

Writing Double: Women's Literary Partnerships. Reading Women Writing.
234p. L3 ED 436 776

Writing-Across-the-Curriculum at Union County College.
18p. L1 ED 437 110

(143) Reports - Research

Adding Instruction about Technology Infusion to the Secondary Social Studies Course with Web-Based Modules.
24p. L1 ED 437 331

Adolescent Identity Development: Views of the Future.
9p. L1 ED 436 695

Adults Return to Mathematics: A Proposed Project in Uganda by the Uganda Mathematical Society (UMS).
8p. L1 ED 437 277

American Vocational Education Research Association (AVERA) Annual Research Meeting in Conjunction with the Annual Convention of the Association for Career and Technical Education. Proceedings (Orlando, Florida, December 11-13, 1999).
133p. L1 ED 436 658

An Analysis of Content Delivery Systems Using Speaking Voice, Speaking with Repetition Voice, Chanting Voice, and Singing Voice.
26p. L1 ED 437 391

Applicant Reactions to Principal Recruitment Practices in a Reform Environment: The Effects of Job Attributes, Job Information Source, and School Level.
26p. L1 ED 436 825

The Art of Getting Started: Graduate Skills in a Fragmented Labour Market. IES Report 364.
116p. L2 ED 436 679

Assessing Newly Developed Course-Based Curriculum: A Field Test Model and Its Implementation in a Curriculum Development Project in Turkey.
22p. L1 ED 436 818

Assessing Pre-Service Teachers' Beliefs about the Role of the Library Media Specialist.
9p. L1 ED 437 065

Assessing the Effectiveness of Instructional Resource Allocation and Use.
25p. L1 ED 436 821

At-Risk High School Students' Preferences for Counselor Characteristics.

32p. L1 ED 437 342

Teacher Perceptions of Leadership: How Do They Emerge?
10p. L1 ED 436 817

Teachers and Tests: Elementary and Secondary School Teachers' Perceptions of Changes in the New York State Testing Program.
38p. L1 ED 437 332

Teachers' (Mis)Conceptions of Classroom Test Validity and Reliability.
18p. L1 ED 437 349

Teaching for Higher-Level Thinking: An Analysis of Teacher Reactions.
19p. L1 ED 437 343

Teaching the Methodology of Science: The Utilization of Microbial Model Systems for Biometric Analysis.
18p. L1 ED 437 108

Telecommunications Technology: Federal Funding for Schools and Libraries. Report to the Chairman, Committee on Commerce, and the Chairman, Committee on Education and the Workforce, House of Representatives.
74p. L1 ED 437 044

Theory and Practice: Examining Others: Examining Ourselves.
20p. L1 ED 437 355

Three Years of the New Minimum Drinking Age Law: The Search for the "Spillover Effect."
12p. L1 ED 436 995

Traditional Schools, Progressive Schools: Do Parents Have a Choice? A Case Study of Ohio.
17p. L1 ED 436 855

Treasure Hunt or Torture: Student's Perspectives on Research Projects.
11p. L1 ED 437 057

Trends in GRE Scores in Education Administration: Implications for Principal Preparation Programs.
46p. L1 ED 436 828

TV Cartoons: Do Children Think They Are Real?
13p. L1 ED 437 207

Understanding Literacy Development.
240p. L3 ED 436 779

University of Minnesota Extension Faculty and Staff Members' Attitudes toward and Perceptions about Program Evaluation: An Organizational Concern in Relation to Accountability Demands.
7p. L1 ED 437 402

University Pedagogy--How Social Scientists Make Mathematical Meanings: "Before I Went into the Exam My Friend Said Do the Brackets First..."
8p. L1 ED 437 283

University/School Library Collaborations To Integrate Information Technology into Resource-Based Learning Activities.

Neglected Buildings, Damaged Health: A "Snapshot" of New York City Public School Environmental Conditions.
90p. L1 ED 436 948

NUCC: Student Use of Personal Computers and Internet.
38p. L1 ED 437 088

Primary-Grade Students' Knowledge and Thinking about Shelter as a Cultural Universal.
312p. L1 ED 437 311

Program Self-Assessment: Even Start Family Literacy Programs.
107p. L1 ED 437 151

Quantitative Analyses of a Study Investigating Three Spelling Interventions and Students with Learning Disabilities Recall.
89p. L1 ED 436 911

The Relationship between Mental Health and Substance Abuse among Adolescents. Analytic Series: A-9.
130p. L1 ED 436 707

SpecialCare Outreach: Increasing Child Care Options for Children with Severe Disabilities. Final Report.
114p. L1 ED 436 905

Succeeding against the Odds. The Outcomes Attained by Indigenous Students in Aboriginal Community-Controlled Adult Education Colleges.
108p. L2 ED 436 630

Survey of College Plans of Maryland High Ability Students.
14p. L1 ED 436 989

Teacher and Parent Expectations for Kindergarten Readiness.
22p. L1 ED 437 225

Teacher Performance Follow-up from Large Group Training: A Pilot Study.
28p. L1 ED 437 383

Their Story, Our Story, History: An Authentic Assessment Project for Early Secondary U.S. History Classes.
32p. L1 ED 437 307

Universal Nonverbal Intelligence Test.
600p. L3 ED 436 879

Use of the Internet in Teaching Mathematics in the Community College.
15p. L1 ED 437 114

Using Data for School Improvement.
165p. L1 ED 437 427

The Wilder Foundation Client Characteristics Checklist: Use of a Risk Factors Assessment as an Evaluation Tool.
29p. L1 ED 437 421

(171) Multilingual/Bilingual Materials

Class Acts: How Teachers Awaken Potential = Docentes al habla: Revelar a los alumnos el tesoro de su potencial = Performances

197p. L2 ED 437 464

Processes of Transition in Education Systems. Oxford Studies in Comparative Education, Volume 8, Number 2.
102p. L3 ED 436 831

Race and Culture in the Classroom: Teaching and Learning through Multicultural Education. Multicultural Education Series.
120p. L3 ED 437 460

Raising Boys' Achievement in Schools.
218p. L3 ED 437 465

Raising Children with Character: Parents, Trust, and the Development of Personal Integrity.
248p. L3 ED 437 172

Read It Aloud! Using Literature in the Secondary Content Classroom.
118p. L1 ED 436 716

The Scalpel and the Silver Bear. The First Navajo Woman Surgeon Combines Western Medicine and Traditional Healing.
215p. L3 ED 437 238

School Based Management: A Detailed Guide for Successful Implementation.
221p. L1 ED 436 833

The School Library Media Manager. Second Edition. Library and Information Science Text Series.
340p. L3 ED 437 047

Science and Math Explorations for Young Children: A GEMS/PEACHES Handbook for Early Childhood Educators, Childcare Providers, and Parents.
81p. L3 ED 437 165

The Scientist in the Crib: Minds, Brains, and How Children Learn.
279p. L3 ED 437 223

Second Language Acquisition and the Critical Period Hypothesis. Second Language Acquisition Research: Theoretical and Methodological Issues.
201p. L3 ED 436 980

Spanish in the United States: Linguistic Contact and Diversity. Studies in Anthropological Linguistics, 6.
211p. L3 ED 436 972

Spreading Resiliency: Making It Happen for Schools and Communities.
213p. L2 ED 437 191

Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide.
280p. L3 ED 436 966

Technical Education Now. Missouri State Plan for Postsecondary Technical Education.
140p. L1 ED 437 099

Tomorrow's Children: Meeting the Needs of Multiracial and Multiethnic Children at Home, in Early Childhood Programs, and

Angry Kids, Frustrated Parents: Practical Ways To Prevent and Reduce Aggression in Your Children.	169p.	L3	ED 437 222
Animals as Our Companions: World's Largest Math Event 6.	17p.	L2	ED 437 289
The Appropriate and Effective Use of Security Technologies in U.S. Schools. A Guide for Schools and Law Enforcement Agencies.	282p.	L1	ED 436 943
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Better by Design? A Consumer's Guide to Schoolwide Reform.	75p.	L1	ED 437 423
Beyond Academics: Home-School Collaboration To Promote Health & Learning.	16p.	L1	ED 437 350
Boston and New England: Advancing the Revolution in Geographic Education in a Region of Change. Pathways in Geography Series, Title No. 21.	124p.	L1	ED 437 309
Building a College Disability Support Consortium.	43p.	L1	ED 436 901
Building a Foundation for Cooperative Behavior: A LEARNS Early Childhood Monograph. Creating Inclusive Early Care Communities.	112p.	L1	ED 436 884
Building a Professional Development System That Works for the Field of Out-of-School Time. Making the MOST of Out-of-School Time.	24p.	L2	ED 437 214
Building the Primary Classroom: A Complete Guide to Teaching and Learning.	471p.	L2	ED 437 196
Campaign Safe & Sober. Youth & Generation X Planner.	139p.	L1	ED 437 361
Career and Life Role Common Curriculum Goals and Grade 12 Career-Related Learning Standards.	60p.	L1	ED 436 668
The Challenge of Continued Learning.	6p.	L1	ED 436 741
Class Politics: The Movement for the Students' Right to Their Own Language. Refiguring English Studies.	368p.	L1	ED 436 789
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3p. L1 ED 437 368

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A Guide to Organizations Involved with Licensing and Certification of Teachers and Accreditation of Teacher Education Programs. ERIC Digest.
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Involuntary Language Loss among Immigrants: Asian-American Linguistic Autobiographies. ERIC Digest.
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3p. L1 ED 436 816

The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development. ERIC Digest.
4p. L1 ED 436 981

(080) Journal Articles

Active from the Start.
7p. L1 ED 436 735

ANAMOL: A Creative Experience Using Communications Technology.
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The Challenge of Continued Learning.
6p. L1 ED 436 741

Demonstrating the Cost Effectiveness of Reading Recovery: Because It Makes a Difference. An Example from One School District.
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Developing an Internal Processing System.
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Followup Study for Reading Recovery in Plainfield, Illinois.
6p. L1 ED 436 750

Getting the Most from Your Reading Recovery R Program.
6p. L1 ED 436 748

	25p.	L1	ED 437 410
California's Future: Highly Qualified Teachers for All Students. Final Report of the Advisory Panel on Teacher Education, Induction and Certification for Twenty-First Century Schools (SB 1422).	78p.	L1	ED 437 377
California: The State of Our Children. Report Card '95 and Supplement.	73p.	L1	ED 437 144
California: The State of Our Children. Report Card '96 and Supplement.	55p.	L1	ED 437 145
Caring, Community, and Transcendence: Developing Spirit To Improve Learning.	16p.	L1	ED 437 117
A Changing School Culture: The Case Study of Galion Middle School. Transforming Learning Communities.	79p.	L1	ED 436 847
A Charter School in Partnerships for At-Risk Youth.	39p.	L1	ED 437 236
Cheating and Its Vicissitudes.	19p.	L1	ED 437 112
Class Acts: How Teachers Awaken Potential = Docentes al habla: Revelar a los alumnos el tesoro de su potencial = Performances d'enseignants: Comment eveiller un potential qui dort.	85p.	L2	ED 437 359
Collaboration within and without: The Case Study of Taft High School. Transforming Learning Communities.	104p.	L1	ED 436 846
Colorado Services to Children with Deafblindness. Final Performance Report: October 1, 1995 to September 30, 1999.	35p.	L1	ED 436 917
Colorado State Library Annual Report, 1998-1999.	13p.	L1	ED 437 043
The Community College Story. Second Edition.	49p.	L2	ED 437 086
Connecting Marketing and Implementation Research and Library Program Development: A Case Study of the Implementation of U.S. National Guidelines and Standards.	14p.	L1	ED 437 054
Cooperative Learning in the Community College Biology Classroom.	12p.	L1	ED 437 115
Cooperative Learning: Students Helping Students or Stumbling through the Dark Together?	7p.	L1	ED 437 278
Core Works Program: The Montclair Kimberley Academy.	38p.	L1	ED 437 318

	10p.	L1	ED 436 696
Authentic Learning and the Research Processes of Gifted Students.	11p.	L1	ED 437 056
BC College and Institute Aboriginal Former Student Outcomes, 1997. BC College and Institute Student Outcomes Report.	35p.	L1	ED 437 232
Beating the Odds in Teaching All Children To Read.	64p.	L1	ED 436 723
Book Buddies in the Bronx: A Model for America Reads.	19p.	L1	ED 436 721
California Teacher Preparation for Instruction in Critical Thinking: Research Findings and Policy Recommendations.	194p.	L1	ED 437 379
Carolinas Communication Annual, 1998.	105p.	L1	ED 436 796
Carolinas Communication Annual, 1999.	83p.	L1	ED 436 797
The Carolinas Speech Communication Annual, 1995.	64p.	L1	ED 436 793
The Carolinas Speech Communication Annual, 1996.	95p.	L1	ED 436 794
The Carolinas Speech Communication Annual, 1997.	87p.	L1	ED 436 795
Case Studies of Teachers Learning and Applying Opportunity To Learn Assessment Strategies in Two Urban Elementary Schools. Publication Series No. 8.	24p.	L1	ED 437 487
The CBT Decade: Teaching for Flexibility and Adaptability. An Overview.	35p.	L2	ED 436 628
Challenges, Roles, and the Future of 2-Year College Presidents.	24p.	L1	ED 437 073
The Changing Powers of Readers in a Time of New Technology.	12p.	L1	ED 437 067
Children's Dreaming and the Development of Consciousness.	208p.	L3	ED 437 169
Children's Heroes and Heroines: Developing Values Manifested through Artwork.	10p.	L1	ED 437 390
Closing the Gap: Education and Change in New Stuyahok. Case Study.	67p.	L1	ED 437 253
College Activities and Environmental Factors Associated with the Development of Life-Long Learning Competencies of College Seniors. ASHE Annual Meeting Paper.	36p.	L1	ED 437 004

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Unleashing the Theory: Connecting Learning Theory to Building Information Seeking Skills.
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The Use of the Internet in School Libraries: An International and Comparative Survey.
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The Vocational Essence of ACE. The Delivery of VET Programs by Adult Community Education Providers.
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The Voices of Student Teachers.
14p. L1 ED 437 344

"We Need To Be in It for All 9 Innings": Lessons from Employer Participation in School-to-Career in Colorado.
41p. L1 ED 436 659

Web-Based Instruction for School Library Media Specialists: Unleash the Power of the World Wide Web.
10p. L1 ED 437 070

Who Participates in New Vocational Programs? A Preliminary Analysis of Student Data from NLSY97.
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Young People Living in Rural Australia in the 1990s. Research Report 16.
43p. L2 ED 437 237

Young People's Reading and Information Use at the End of the Century.
10p. L1 ED 437 061

A Young Scientist's Trail of Evidence of Learning To Engage in Science Inquiry as a Student, Teacher, and Researcher.
47p. L1 ED 437 273

(150) Speeches/Meeting Papers

Acceptable Verbal Skills in the Basic Communication Course.
25p. L2 ED 436 806

Accountability in Higher Education: Are There "Fatal Errors" Embedded in Current U.S. Policy Affecting Higher Education?
25p. L1 ED 437 403

Adding Instruction about Technology Infusion to the Secondary Social Studies Course with Web-Based Modules.
24p. L1 ED 437 331

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USA Track & Field Coaching Manual. USA Track & Field.	316p.	L3	ED 437 338
Weaving a Virtual Web: Practical Approaches to New Information Technologies.	353p.	L1	ED 436 787
What Should We Expect of Family Literacy? Experiences of Latino Children Whose Parents Participate in an Intergenerational Literacy Project. Literacy Studies Series.	152p.	L1	ED 436 759
Winning the Referendum Battle in Education.	92p.	L3	ED 436 858
Writing and Healing: Toward an Informed Practice. Refiguring English Studies.	486p.	L1	ED 436 788
Writing Double: Women's Literary Partnerships. Reading Women Writing.	234p.	L3	ED 436 776

(020) Collected Works - General

Alabama Deaf-Blind Project, 1995-1999. Final Report.	240p.	L1	ED 436 921
Beyond Technology...Learning with the Wired Curriculum. 1998 Yearbook of the Massachusetts Association for Supervision and Curriculum Development.	126p.	L3	ED 437 025
Boston and New England: Advancing the Revolution in Geographic Education in a Region of Change. Pathways in Geography Series, Title No. 21.	124p.	L1	ED 437 309
Coming into Her Own: Educational Success in Girls and Women.	361p.	L3	ED 436 830
Communication: An Arena of Development. Advances in Applied Developmental Psychology, Volume 19.	245p.	L3	ED 437 228
Computer-Assisted Assessment in Higher Education. Staff and Educational Development Series.	205p.	L3	ED 436 998
Development Communication in Action: Building Understanding and Creating Participation.	336p.	L3	ED 436 813
Education and Privatisation in Eastern Europe and the Baltic Republics. Oxford Studies in Comparative Education. Volume 7,			

	15p.	L1	ED 436 802
Conducting a Principal Search. ERIC Digest Number 133.	3p.	L1	ED 436 815
Connecticut's Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs.	38p.	L1	ED 437 198
Core Works Program: The Montclair Kimberley Academy.	38p.	L1	ED 437 318
Credentialing in Out-of-School Time Programs: A Discussion Paper. Making the MOST of Out-of-School Time.	30p.	L2	ED 437 213
Cross-Industry Assessment and Certification. Framework and Implementation Guide.	136p.	L1	ED 436 623
Cultural and Linguistic Diversity and IDEA: An Evaluation Resource Guide.	43p.	L1	ED 436 890
Designing Effective Instruction for Secondary Social Studies. Second Edition.	489p.	L3	ED 437 304
Developing an Internal Processing System.	6p.	L1	ED 436 746
Diarrhea & Child Care: Controlling Diarrhea in Out-of-Home Child Care. NCEDL Spotlights Series, No. 4.	4p.	L1	ED 437 159
Digest of California Teacher Recruitment/Development Policy History and Related Reports.	36p.	L1	ED 437 373
Discovering World Geography with Books Kids Love.	166p.	L3	ED 437 308
Education = Success: Empowering Hispanic Youth and Adults.	110p.	L2	ED 437 444
Educational Directions for Students with Traumatic Brain Injury.	95p.	L1	ED 436 889
Effective Adult Learning.	191p.	L3	ED 436 686
Empowering Discipline: An Approach That Works with At-Risk Students.	118p.	L3	ED 437 486
Encountering the Chinese: A Guide for Americans. Second Edition. The InterAct Series.	208p.	L3	ED 437 468
Equipped for the Future Program Materials.	74p.	L1	ED 436 681
Evaluating Professional Development.	331p.	L2	ED 437 372

Guam & Micronesia in Cyberspace.	6p.	L1	ED 437 020
Helping the Hard-to-Accelerate Child: Problem-Solving the More Difficult Cases.	9p.	L1	ED 436 737
Keeping the Processing Easy at Higher Levels of Text Reading.	9p.	L1	ED 436 739
Learning through Conversation.	5p.	L1	ED 436 732
Lessons from Reading Recovery Lessons.	6p.	L1	ED 436 734
Models of Teacher Education: Where Reading Recovery Teacher R Training Fits.	6p.	L1	ED 436 745
Multilingual Concepts in the Schools of Europe.	10p.	L1	ED 436 952
A Process for Site Selection of Reading Recovery Campuses.	5p.	L1	ED 436 747
Professional Development for Teacher Leaders: Promoting Program Ownership and Increased Success.	8p.	L1	ED 436 744
Reading Recovery in the Far Northeast.	5p.	L1	ED 436 742
Reading Recovery Teacher Training: Communities of Learners Engaged in Inquiry.	7p.	L1	ED 436 749
School Reports: Creating Common Understandings.	9p.	L1	ED 436 752
Shaping the PM Story Books.	11p.	L1	ED 436 740
Supporting Teacher Learning: Reading Recovery as a Community of Practice.	7p.	L1	ED 436 751
Teaching and Learning: Our Experience in Reading Recovery.	7p.	L1	ED 436 733
Teaching for Strategies in Writing: Maintaining the Balance between Composing and Transcribing.	8p.	L1	ED 436 738
Training Young Entrepreneurs To Get Down to Business.	4p.	L2	ED 436 675
Using Patterns of Responding to "Follow the Child."	7p.	L1	ED 436 736

(090) Legal/Legislative/Regulatory Materials

Are Our Children Ready To Learn? Hearing of the Committee on

Creating a Democratic Learning Community: The Case Study of Federal Hocking High School. Transforming Learning Communities.	88p.	L1	ED 436 839
Crime Prevention through Environmental Design: School CPTED Basics.	8p.	L1	ED 436 940
Cultural Interchange in a Bronx High School: Three Children. The Series on Cultural Interchange.	61p.	L1	ED 437 448
Designing a Full-Service Adult ESOL Program.	39p.	L1	ED 436 985
Developing Family Day Care in Latino Communities: Experiences of the California Child Care Initiative.	45p.	L2	ED 437 137
Different Routes in Similar Directions: The Case Study of Cranwood Learning Academy. Transforming Learning Communities.	77p.	L1	ED 436 851
Diploma of Further Education Project: Pathways to Tertiary Education.	5p.	L1	ED 436 677
Due Process Hearings: 1999 Update. Quick Turn Around (QTA) Forum.	8p.	L1	ED 436 880
Early Childhood Development Unit (Nga Kaitaunaki Kohungahunga) Annual Report for the Year Ended 30 June 1997. Presented to the House of Representatives.	44p.	L1	ED 437 150
Early Reading Programs in High-Poverty Schools: Emerald Elementary Beats the Odds.	37p.	L1	ED 436 753
Education & Justice: A View from the Back of the Bus.	205p.	L3	ED 437 461
Education = Success: Empowering Hispanic Youth and Adults.	110p.	L2	ED 437 444
Educational Directions for Students with Traumatic Brain Injury.	95p.	L1	ED 436 889
Educational Marketing: An Essential Tool for Managing Change.	15p.	L1	ED 437 122
Emerging Patterns in State Level Community College Governance: A Status Report.	6p.	L1	ED 437 076
The Entrepreneurial Spirit and the Evolving Workplace.	9p.	L2	ED 436 665
Equipped for the Future Program Materials.	74p.	L1	ED 436 681
An Evolutionary Journey: The Case Study of East Muskingum Middle School. Transforming Learning Communities.	73p.	L1	ED 436 850

College Freshman with Disabilities, 1999: A Biennial Statistical Profile. Statistical Year 1998.	46p.	L1	ED 436 900
Community Voice and Educational Change: Aniak and Kalskag Villages. Case Study.	51p.	L1	ED 437 255
Competency-Based Training: A Staff Development Perspective.	170p.	L2	ED 436 631
Comprehensive Outcomes Planning: Strategies for a Non-Profit Child Abuse Prevention Agency.	39p.	L1	ED 437 414
The Concept of Culture in Multicultural Education: Views of Teacher Educators in the USA.	31p.	L1	ED 437 394
Construction and Verification of School Administrator Theories in Practice.	56p.	L1	ED 436 824
Continuity and Change in the Experiences of Three Doctoral Cohorts of Faculty Women. ASHE Annual Meeting Paper.	15p.	L1	ED 437 003
The Costs and Benefits of Substance Abuse Treatment: Findings from the National Treatment Improvement Evaluation Study (NTIES).	167p.	L1	ED 436 702
Craft and Design Slojd. The Work Processes in Craft and Design--Working Methods and Knowledge. Report No. 58.	55p.	L2	ED 436 674
Creating a Sense of Place. Indigenous Peoples in Vocational Education and Training.	132p.	L2	ED 436 629
Creating a Strong, Healthy Community: Ella B. Vernetti School, Koyukuk. Case Study.	80p.	L1	ED 437 256
Critical Thinking inside College Classrooms: Evidence from Four Institutional Case Studies. ASHE Annual Meeting Paper.	40p.	L1	ED 437 013
Defining Elements in the Planning of Early Childhood Classrooms as Parameters in the Development and Education of the Child.	11p.	L1	ED 437 227
Demonstrating the Cost Effectiveness of Reading Recovery: Because It Makes a Difference. An Example from One School District.	5p.	L1	ED 436 743
Developing Engaged Readers.	21p.	L1	ED 436 731
Developing Guidance Material To Uncover a Mathematics Profile of Adult Participants on a Crane Course.	7p.	L1	ED 437 282

Adolescent Identity Development: Views of the Future.	9p.	L1	ED 436 695
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CS013781	ED436730//
CS013782	ED436731
CS013784	ED436732
CS013785	ED436733
CS013786	ED436734
CS013787	ED436735
CS013788	ED436736

UD033255	ED437464
UD033256	ED437465//
UD033257	ED437466
UD033258	ED437467//
UD033259	ED437468//
UD033260	ED437469
UD033261	ED437470//
UD033262	ED437471
UD033263	ED437472
UD033264	ED437473
UD033265	ED437474
UD033267	ED437475//
UD033269	ED437476
UD033271	ED437477
UD033273	ED437478
UD033274	ED437479
UD033275	ED437480
UD033276	ED437481
UD033280	ED437482//
UD033281	ED437483
UD033282	ED437484
UD033285	ED437485
UD033287	ED437486//
UD033290	ED437487
UD033291	ED437488
UD033293	ED437489
UD033296	ED437490
UD033297	ED437491//
UD033298	ED437492
UD033299	ED437493
UD033301	ED437494
UD033302	ED437495//
UD033303	ED437496
UD033304	ED437497

CS013789	ED436737
CS013790	ED436738
CS013791	ED436739
CS013792	ED436740
CS013793	ED436741
CS013794	ED436742
CS013795	ED436743
CS013796	ED436744
CS013797	ED436745
CS013798	ED436746
CS013799	ED436747
CS013800	ED436748
CS013801	ED436749
CS013802	ED436750
CS013803	ED436751
CS013804	ED436752
CS013805	ED436753
CS013806	ED436754
CS013807	ED436755
CS013810	ED436756
CS013811	ED436757
CS013812	ED436758
CS013813	ED436759
CS013814	ED436760
CS013816	ED436761
CS013818	ED436762
CS216840	ED436763
CS216841	ED436764
CS216944	ED436765
CS216948	ED436766
CS216949	ED436767//
CS216950	ED436768
CS216951	ED436769//
CS216952	ED436770
CS216953	ED436771
CS216954	ED436772
CS216955	ED436773
CS216956	ED436774
CS216957	ED436775
CS216958	ED436776//
CS216959	ED436777//
CS216960	ED436778
CS216961	ED436779//
CS216962	ED436780
CS216964	ED436781
CS216965	ED436782
CS216966	ED436783
CS216967	ED436784
CS216968	ED436785
CS216970	ED436786
CS216971	ED436787
CS216972	ED436788
CS216973	ED436789
CS216975	ED436790//
CS216976	ED436791//
CS216977	ED436792//
CS510172	ED436793
CS510173	ED436794
CS510174	ED436795
CS510175	ED436796
CS510176	ED436797
CS510179	ED436798
CS510180	ED436799
CS510181	ED436800

CS510182	ED436801
CS510183	ED436802
CS510184	ED436803
CS510185	ED436804
CS510186	ED436805
CS510187	ED436806
CS510189	ED436807
CS510190	ED436808
CS510191	ED436809
CS510194	ED436810//
CS510195	ED436811
CS510196	ED436812
CS510202	ED436813//

EA - Educational Management

EA030105	ED436814
EA030130	ED436815
EA030131	ED436816
EA030143	ED436817
EA030144	ED436818
EA030145	ED436819
EA030146	ED436820
EA030147	ED436821
EA030149	ED436822
EA030150	ED436823
EA030151	ED436824
EA030152	ED436825
EA030153	ED436826
EA030154	ED436827
EA030155	ED436828
EA030156	ED436829//
EA030157	ED436830//
EA030158	ED436831//
EA030159	ED436832//
EA030160	ED436833
EA030163	ED436834
EA030164	ED436835
EA030165	ED436836
EA030166	ED436837
EA030168	ED436838
EA030169	ED436839
EA030170	ED436840
EA030171	ED436841
EA030172	ED436842
EA030173	ED436843
EA030174	ED436844
EA030175	ED436845
EA030176	ED436846
EA030177	ED436847
EA030178	ED436848
EA030179	ED436849
EA030180	ED436850
EA030181	ED436851
EA030183	ED436852
EA030184	ED436853
EA030186	ED436854
EA030187	ED436855
EA030188	ED436856
EA030189	ED436857
EA030190	ED436858//
EA030191	ED436859//
EA030388	ED436860
EA030389	ED436861

EC - Disabilities and Gifted Education

EC307535	ED436862
EC307536	ED436863
EC307537	ED436864
EC307538	ED436865
EC307539	ED436866
EC307540	ED436867
EC307541	ED436868
EC307542	ED436869
EC307543	ED436870
EC307544	ED436871
EC307545	ED436872
EC307546	ED436873
EC307547	ED436874
EC307548	ED436875
EC307549	ED436876
EC307550	ED436877
EC307551	ED436878//
EC307552	ED436879//
EC307553	ED436880
EC307554	ED436881
EC307555	ED436882
EC307556	ED436883
EC307557	ED436884
EC307558	ED436885//
EC307559	ED436886//
EC307560	ED436887
EC307561	ED436888
EC307562	ED436889
EC307563	ED436890
EC307564	ED436891
EC307565	ED436892
EC307566	ED436893
EC307567	ED436894
EC307568	ED436895
EC307569	ED436896
EC307570	ED436897
EC307571	ED436898
EC307572	ED436899
EC307573	ED436900
EC307574	ED436901
EC307575	ED436902
EC307576	ED436903
EC307577	ED436904
EC307578	ED436905
EC307579	ED436906
EC307580	ED436907
EC307582	ED436908
EC307583	ED436909
EC307584	ED436910
EC307585	ED436911
EC307586	ED436912
EC307587	ED436913
EC307588	ED436914
EC307589	ED436915
EC307590	ED436916
EC307591	ED436917
EC307592	ED436918
EC307593	ED436919
EC307594	ED436920
EC307595	ED436921

EF - Eric Facility

EF005265	ED436922
EF005267	ED436923
EF005268	ED436924
EF005413	ED436925//
EF005414	ED436926//
EF005453	ED436927
EF005454	ED436928
EF005460	ED436929
EF005471	ED436930
EF005481	ED436931
EF005484	ED436932
EF005525	ED436933
EF005531	ED436934
EF005536	ED436935
EF005538	ED436936
EF005539	ED436937
EF005540	ED436938
EF005543	ED436939
EF005553	ED436940
EF005589	ED436941
EF005627	ED436942
EF005633	ED436943
EF005637	ED436944
EF005643	ED436945
EF005645	ED436946//
EF005646	ED436947
EF005647	ED436948
EF005648	ED436949
EF005649	ED436950
EF005654	ED436951

FL - Language and Linguistics

FL023570	ED436952
FL025807	ED436953
FL025845	ED436954//
FL026067	ED436955
FL026068	ED436956
FL026069	ED436957
FL026070	ED436958
FL026071	ED436959
FL026072	ED436960
FL026073	ED436961
FL026074	ED436962
FL026075	ED436963
FL026087	ED436964
FL026088	ED436965
FL026089	ED436966//
FL026090	ED436967
FL026092	ED436968
FL026093	ED436969
FL026094	ED436970
FL026095	ED436971
FL026096	ED436972//
FL026097	ED436973
FL026098	ED436974
FL026099	ED436975
FL026100	ED436976
FL026101	ED436977
FL026102	ED436978
FL026103	ED436979
FL026104	ED436980//

FL026142	ED436981
FL026143	ED436982
FL026144	ED436983
FL026145	ED436984
FL801298	ED436985
FL801346	ED436986

HE - Higher Education

HE032605	ED436987
HE032606	ED436988
HE032607	ED436989
HE032608	ED436990
HE032609	ED436991
HE032610	ED436992
HE032611	ED436993
HE032613	ED436994
HE032614	ED436995
HE032616	ED436996//
HE032617	ED436997//
HE032618	ED436998//
HE032619	ED436999//
HE032620	ED437000
HE032621	ED437001
HE032690	ED437002
HE032691	ED437003
HE032692	ED437004
HE032693	ED437005
HE032694	ED437006
HE032695	ED437007
HE032710	ED437008
HE032711	ED437009
HE032712	ED437010
HE032713	ED437011
HE032714	ED437012
HE032715	ED437013
HE032716	ED437014
HE032717	ED437015

IR - Information and Technology

IR019817	ED437016
IR019823	ED437017
IR019824	ED437018
IR019825	ED437019
IR019829	ED437020
IR019831	ED437021//
IR019832	ED437022
IR019833	ED437023
IR019834	ED437024
IR019835	ED437025//
IR019836	ED437026
IR019837	ED437027
IR019838	ED437028
IR019841	ED437029
IR019856	ED437030
IR019857	ED437031
IR019858	ED437032
IR019861	ED437033
IR019862	ED437034
IR019863	ED437035
IR019864	ED437036
IR019865	ED437037
IR019919	ED437038

IR019920	ED437039
IR057489	ED437040
IR057560	ED437041
IR057561	ED437042
IR057562	ED437043
IR057563	ED437044
IR057564	ED437045//
IR057565	ED437046//
IR057566	ED437047//
IR057567	ED437048//
IR057568	ED437049//
IR057569	ED437050//
IR057570	ED437051//
IR057588	ED437052
IR057589	ED437053
IR057590	ED437054
IR057591	ED437055
IR057592	ED437056
IR057593	ED437057
IR057594	ED437058
IR057595	ED437059
IR057596	ED437060
IR057597	ED437061
IR057598	ED437062
IR057599	ED437063
IR057600	ED437064
IR057601	ED437065
IR057602	ED437066
IR057603	ED437067
IR057604	ED437068
IR057605	ED437069
IR057606	ED437070
IR057607	ED437071
IR057609	ED437072

JC - Community Colleges

JC000033	ED437073
JC000034	ED437074
JC000035	ED437075
JC000036	ED437076
JC000037	ED437077
JC000038	ED437078
JC000039	ED437079
JC000040	ED437080
JC000041	ED437081
JC000042	ED437082
JC000043	ED437083
JC000044	ED437084
JC000045	ED437085
JC000046	ED437086
JC000047	ED437087
JC000048	ED437088
JC000049	ED437089
JC000050	ED437090
JC000051	ED437091
JC000052	ED437092
JC000053	ED437093
JC000054	ED437094
JC000055	ED437095
JC000056	ED437096
JC000057	ED437097
JC000058	ED437098
JC000059	ED437099

JC000060	ED437100
JC000061	ED437101
JC000062	ED437102
JC000063	ED437103
JC000064	ED437104
JC000066	ED437105
JC000067	ED437106
JC000068	ED437107
JC000069	ED437108
JC000070	ED437109
JC000071	ED437110
JC000072	ED437111
JC000073	ED437112
JC000074	ED437113
JC000075	ED437114
JC000076	ED437115
JC000077	ED437116
JC000078	ED437117
JC000079	ED437118
JC980309	ED437119
JC980310	ED437120
JC980311	ED437121
JC980312	ED437122
JC980313	ED437123
JC980314	ED437124
JC980315	ED437125
JC980316	ED437126
JC980317	ED437127
JC980318	ED437128
JC990149	ED437129
JC990390	ED437130
JC990600	ED437131

PS - Elementary and Early Childhood Education

PS024528	ED437132
PS024766	ED437133//
PS024915	ED437134//
PS025015	ED437135
PS025071	ED437136
PS025073	ED437137
PS025079	ED437138
PS025153	ED437139//
PS025292	ED437140
PS025307	ED437141
PS025392	ED437142//
PS025501	ED437143
PS025568	ED437144
PS025569	ED437145
PS025576	ED437146
PS025670	ED437147
PS026035	ED437148
PS026203	ED437149
PS026208	ED437150
PS026248	ED437151
PS026339	ED437152
PS026340	ED437153
PS026341	ED437154
PS026565	ED437155
PS027156	ED437156
PS027157	ED437157
PS027158	ED437158
PS027159	ED437159
PS027160	ED437160

PS027291	ED437161
PS027721	ED437162
PS027890	ED437163
PS027896	ED437164//
PS027899	ED437165//
PS027901	ED437166
PS027958	ED437167//
PS027959	ED437168//
PS028015	ED437169//
PS028059	ED437170
PS028074	ED437171
PS028075	ED437172//
PS028076	ED437173
PS028103	ED437174
PS028109	ED437175
PS028119	ED437176
PS028134	ED437177
PS028143	ED437178
PS028144	ED437179//
PS028149	ED437180
PS028153	ED437181
PS028156	ED437182
PS028157	ED437183
PS028158	ED437184
PS028159	ED437185
PS028160	ED437186
PS028161	ED437187//
PS028165	ED437188
PS028166	ED437189
PS028170	ED437190
PS028171	ED437191
PS028172	ED437192
PS028174	ED437193
PS028176	ED437194
PS028177	ED437195
PS028179	ED437196
PS028185	ED437197
PS028186	ED437198
PS028188	ED437199
PS028189	ED437200
PS028190	ED437201
PS028194	ED437202
PS028195	ED437203
PS028196	ED437204
PS028198	ED437205
PS028200	ED437206
PS028201	ED437207
PS028203	ED437208
PS028205	ED437209
PS028206	ED437210
PS028207	ED437211
PS028208	ED437212
PS028210	ED437213
PS028211	ED437214
PS028212	ED437215
PS028213	ED437216
PS028214	ED437217
PS028215	ED437218
PS028225	ED437219
PS028226	ED437220
PS028227	ED437221
PS028229	ED437222//
PS028231	ED437223//
PS028232	ED437224

PS028233	ED437225
PS028234	ED437226
PS028235	ED437227
PS028241	ED437228//

RC - Rural Education and Small Schools

RC022079	ED437229
RC022161	ED437230
RC022162	ED437231
RC022164	ED437232
RC022168	ED437233
RC022172	ED437234//
RC022173	ED437235
RC022174	ED437236
RC022175	ED437237
RC022188	ED437238//
RC022189	ED437239
RC022190	ED437240
RC022191	ED437241
RC022193	ED437242
RC022194	ED437243
RC022196	ED437244
RC022197	ED437245//
RC022199	ED437246
RC022200	ED437247
RC022201	ED437248
RC022202	ED437249
RC022203	ED437250
RC022206	ED437251
RC022207	ED437252
RC022208	ED437253
RC022209	ED437254
RC022210	ED437255
RC022211	ED437256
RC022212	ED437257
RC022213	ED437258
RC022216	ED437259
RC022220	ED437260
RC022223	ED437261
RC022230	ED437262
RC022231	ED437263
RC022232	ED437264

SE - Science, Mathematics, and Environmental Education

SE062313	ED437265
SE063003	ED437266
SE063011	ED437267//
SE063012	ED437268
SE063013	ED437269
SE063025	ED437270
SE063026	ED437271
SE063027	ED437272
SE063028	ED437273
SE063029	ED437274
SE063030	ED437275
SE063032	ED437276
SE063049	ED437277
SE063051	ED437278
SE063052	ED437279
SE063055	ED437280
SE063056	ED437281
SE063057	ED437282

SE063058	ED437283
SE063066	ED437284//
SE063068	ED437285//
SE063077	ED437286
SE063078	ED437287
SE063158	ED437288
SE063159	ED437289
SE063160	ED437290

SO - Social Studies/Social Science Education

SO029475	ED437291
SO030721	ED437292//
SO030764	ED437293
SO030765	ED437294
SO030766	ED437295
SO030767	ED437296
SO030768	ED437297
SO030769	ED437298
SO030770	ED437299
SO030771	ED437300
SO030789	ED437301
SO030843	ED437302
SO030920	ED437303//
SO031061	ED437304//
SO031063	ED437305
SO031064	ED437306
SO031069	ED437307
SO031147	ED437308//
SO031156	ED437309
SO031166	ED437310
SO031188	ED437311
SO031210	ED437312
SO031213	ED437313
SO031214	ED437314
SO031218	ED437315
SO031225	ED437316
SO031226	ED437317
SO031236	ED437318
SO031242	ED437319
SO031253	ED437320
SO031269	ED437321
SO031275	ED437322
SO031278	ED437323
SO031279	ED437324
SO031280	ED437325
SO031287	ED437326
SO031294	ED437327//
SO031305	ED437328
SO031308	ED437329
SO031357	ED437330
SO031363	ED437331
SO031372	ED437332
SO031405	ED437333
SO031419	ED437334
SO031421	ED437335
SO031423	ED437336
SO031424	ED437337
SO031474	ED437338//
SO031477	ED437339

SP - Teaching and Teaching Education

SP038877	ED437340

SP038879	ED437341
SP038921	ED437342
SP038922	ED437343
SP038923	ED437344
SP038924	ED437345
SP038925	ED437346
SP038927	ED437347
SP038928	ED437348
SP038929	ED437349
SP038932	ED437350
SP038933	ED437351
SP038934	ED437352
SP038935	ED437353
SP038936	ED437354
SP038938	ED437355
SP038939	ED437356
SP038940	ED437357
SP038941	ED437358//
SP038942	ED437359
SP038943	ED437360
SP038944	ED437361
SP038945	ED437362
SP038946	ED437363
SP038949	ED437364
SP038950	ED437365
SP038951	ED437366
SP038952	ED437367
SP038953	ED437368
SP038954	ED437369
SP038955	ED437370
SP038957	ED437371
SP038958	ED437372
SP038959	ED437373
SP038960	ED437374
SP038961	ED437375
SP038962	ED437376
SP038963	ED437377
SP038964	ED437378
SP038965	ED437379
SP038967	ED437380
SP038968	ED437381
SP038970	ED437382
SP038973	ED437383
SP038974	ED437384
SP038975	ED437385
SP038976	ED437386
SP038977	ED437387
SP038978	ED437388
SP038979	ED437389
SP038980	ED437390
SP038981	ED437391
SP038983	ED437392
SP038984	ED437393
SP038986	ED437394
SP038988	ED437395

TM - Assessment and Evaluation

TM030365	ED437396
TM030445	ED437397
TM030550	ED437398
TM030551	ED437399
TM030552	ED437400
TM030553	ED437401
TM030554	ED437402